

The History of the University of Illinois Graduate School of Library and Information Science, 1893-1993



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Ideals and Standards:
The History of the University
of Illinois Graduate School of
Library and Information
Science, 1893-1993



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Katharine Lucinda Sharp, 1865-1914 (bas relief by Lorado Taft)



CONTENTS

FOREWORD	i
<i>Leigh Estabrook</i>	
INTRODUCTION	ii
<i>Walter Allen</i>	
1 REMARKABLE BEGINNINGS: THE FIRST HALF CENTURY OF THE GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE	1
<i>Laurel Grotzinger</i>	
2 THE SCHOOL'S THIRD QUARTER CENTURY WITH AN ADDENDUM BY	
ROBERT W. ORAM	23
<i>Robert B. Downs</i>	
3 THE FOURTH QUARTER CENTURY: A PERSONAL REMINISCENCE	36
<i>Laurence W. S. Auld</i>	
4 A PLACE OF OUR OWN: THE SCHOOL'S SPACE	57
<i>Dale S. Montanelli</i>	
5 THE LIBRARY AND INFORMATION SCIENCE LIBRARY	68
<i>Patricia Stenstrom</i>	
6 TO BECOME WELL TRAINED AND WELL EDUCATED: TECHNICAL SERVICES EDUCATION AT THE GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE	81
<i>Kathryn Luther Henderson</i>	
7 SERVICES AND SOURCES: REFERENCE AND OTHER PUBLIC SERVICE COURSES	115
<i>Christine Beserra and Terry L. Weech</i>	
8 FROM MECHANIZATION IN LIBRARIES TO INFORMATION TRANSFER: INFORMATION SCIENCE EDUCATION AT ILLINOIS	134
<i>Linda C. Smith</i>	

9	CHILDREN AND YOUTH SERVICES: EDUCATION FOR LIBRARIANSHIP <i>Mary E. Forbes</i>	157
10	ADVANCED STUDIES AT ILLINOIS <i>F. W. Lancaster</i>	173
11	THE LIBRARY RESEARCH CENTER <i>Herbert Goldbor and Leigh Estabrook</i>	180
12	SPREADING THE WORD: THE PUBLICATIONS PROGRAM <i>Donald W. Krummel</i>	187
13	EXTENSION TEACHING: A CENTURY OF SERVICE <i>Leslie Edmonds</i>	195
14	INTERNATIONAL INFLUENCES: PEOPLE AT HOME AND ABROAD <i>Selma K. Richardson and Bradford Wilson</i>	203
15	MINORITY STUDENTS AT GSLIS: THE CARNEGIE EXPERIMENT <i>Terry Crowley</i>	222
16	THE LIBRARY SCHOOL ASSOCIATION <i>Carol Bates Penka</i>	231
17	BETA PHI MU: THE ALPHA CHAPTER <i>Robert F. Delzell</i>	238
	AFTERWORD	241
	APPENDICES	244
	CONTRIBUTORS	259
	INDEX	267

LIST OF PHOTOS

Frontispiece: Katharine Lucinda Sharp, 1865-1914 (bas relief by Lorado Taft)

1. The First Class, 1893-94
2. The First L.S. Room, Altgeld Hall, 1900
3. The Class of 1900 - Junior Year
4. The Class of 1911 - Junior Year
5. Library Club, December 1912
6. The Senior Class, 1921
7. Advanced Students, ca. 1929
8. Summer Session Students, 1930
9. Robert B. Downs and Class, 1947-48
10. Herbert Goldhor and Buildings Class, late 1940s
11. Corridor Outside L.S. Library, ca. 1948
12. Library Science Library, ca. 1948
13. Allerton Conference, early 1950s
14. First Beta Phi Mu Initiation, 1948
15. Rose Phelps and Student, early 1950s
16. Frances Jenkins and Class, early 1950s
17. Robert B. Downs and C. Walter Stone, late 1950s
18. Public Library Club, late 1950s
19. Rose Phelps's Retirement, 1958 (seated l. to r.: Bond, Phelps, Boyd; standing: Lancour, Downs, Wiles, Jenkins, Windsor, Lohrer, Stone)

20. Faculty, 1955-56 (seated l. to r.: Phelps, Hostetter, Eaton, Lohrer, Jenkins; standing: Jackson, Strout, Downs, Wiles, James, Lancour Goldstein)
21. Harold Lancour, late 1950s
22. Dewey Carroll, early 1960s
23. Herbert Goldhor and Barbara Donagan (Publications), 1960s
24. L.S. 434 at Illinois State Library, mid-1960s (seated left, with pipe: Don Strout; seated right, from right: J. Clement Harrison, Jessie Carney Smith, Alice Norton)
25. Alice Lohrer's Retirement, 1974 (l. to r.: Lewis Steig, Harold Lancour, Lohrer, Robert B. Downs, Herbert Goldhor)
26. Faculty, 1966 (seated, l. to r.: Conway, Schultz, Ladley, Lohrer, Jenkins; standing: Spence, Goldstein, Stevens, Downs, Goldhor, Field, Carroll, Henderson)
27. Faculty, 1973-74 (seated, l. to r.: Goldhor, W. Allen, Lohrer, Henderson, Wilkens, Bonn; standing: Stevens, Draper, Thomassen, Schlipf, Brown, Krummel, Divilbiss, Lancaster, Wert)
28. Robert Bingham Downs, 1903-1991
29. Altgeld Hall, site of the Library School from 1897 to 1926
30. Main Library, site of the Library School from 1926 to 1979, and David Kinley Hall, site of the Library School from 1979 to 1993
31. Faculty, 1992 (front: Smith, Estabrook, Henderson; middle: Sutton, Lancaster, Richardson, Bishop, B. Allen, Bradley, Davis; rear: Newby, Williams, Weech, Krummel)
32. New site of the Library School (1993-), formerly the Acacia House

FOREWORD

Leigh Estabrook

Publication of *Ideals and Standards* celebrates the centennial of the Graduate School of Library and Information Science in a special way. These collected essays provide a way for us to hold on to our history as the school faces an uncertain future. They reveal how much the School has always been involved in change and at the same time how much the practices of today are embedded in the work of our predecessors.

It is fitting that we celebrate with a publication edited by Professors Emeritus Walter Allen, who taught for many years in the area of publishing, and Robert Delzell, long a member of the University Library faculty. Former directors of the School Robert Downs and Herbert Goldhor and many of the faculty and alumni are some of the most prolific writers in our field. The School's publishing program is long-standing and includes *Library Trends*, *Occasional Papers*, conference proceedings, and a monograph series.

To those alumni, faculty, and students who read this book, thank you for your part in creating this history and in making the Graduate School of Library and Information Science excellent. Even the most quiet and unobtrusive student challenges a faculty member to think differently about how she or he teaches. Those who dissent force us to examine our assumptions. Those who are active in the School and the profession help us see our connections to one another and reaffirm our commitment to library and information science.

This, then, is a family album—probably of greatest interest to its members, but enjoyable also, we hope, to others in our profession who may see, in this family, patterns similar to their own.

INTRODUCTION

Walter C. Allen

In September 1893, a bold new program of instruction for service in libraries began at the Armour Institute of Technology in Chicago under the directorship of Katharine L. Sharp. After four years there, the rapidly developing school outgrew its original parent and moved to East Central Illinois, where, like the ubiquitous corn, it grew and flourished. There have been several publications about various stages of the history of what is now known as the Graduate School of Library and Information Science of the University of Illinois at Urbana-Champaign. *Ideals and Standards* marks the centennial and takes quite a different direction from that of its predecessors.

In 1943, the School issued the first volume in a sometime series called *Illinois Contributions to Librarianship*. Titled *Fifty Years of Education for Librarianship*, it was apparently edited by Carl M. White, then the University librarian and director of the School. It is a collection of brief essays, some delivered at a fiftieth anniversary dinner at the Urbana-Lincoln Hotel on March 2, 1943; the others were later contributions. While several essays (including pieces by C. C. Williamson, Phineas L. Windsor, Margaret Mann, and Frances Simpson) address the history and influence of the School, the others are on "subjects of general interest in the field, ranging from recruiting to international cooperation in education for librarianship" (White, 1943, p. x).

Twenty-five years later, "the Graduate School of Library Science of the University of Illinois completed its first seventy-five years....A collection of reminiscences written by persons who had been affiliated with the School was chosen as an appropriate way to mark this noteworthy event....From this collection of personal recollections there emerges a history of the first three quarters of a century of the...School and

the promise for continued achievement in the years ahead." So wrote Barbara Olsen Slanker (Ph.D. '70) in the Foreword of a volume entitled *Reminiscences: Seventy-Five Years of a Library School* (Slanker, 1969). It is a highly informative and often quite entertaining volume even today.

Now, after another quarter century, the entire profession has been revolutionized, and the School with it. It was clear to the planners of the centennial celebration that a new publication was needed, not only to mark the occasion, but to put the new developments into the context of the School's total history.

In late 1989, Dean Leigh Estabrook asked me to be the editor of the book. At that time, I suggested that, not being an alumnus, it would be helpful to have a co-editor who was one, and I suggested Robert F. Delzell ('51), long a member of the University Library faculty, a frequent lecturer in the School, and close friend and colleague of many faculty members over a thirty-year span. I also requested that we form an editorial committee which became, formally, the centennial publication subcommittee of the centennial steering committee, of which I became a member. The other members of the subcommittee, or editorial committee, were Raymond Bial ('79), librarian of Parkland College; Lynne Curry, assistant to the dean for publications; Dean Estabrook; Kathryn Luther Henderson ('57), professor in the School; Debra Park, assistant to the dean for research and development; and Patricia Stenstrom ('57), associate professor and Library Science librarian at the University of Illinois.

The editorial committee met first on March 29, 1990 and began to develop a plan for the book. There was never any intention of producing a definitive history of the School; we leave that to some alumna or alumnus with an interest in education for librarianship and the role of the School in it. Rather, we decided to assemble a collection of relatively short pieces on the overall history and on a number of the School's major areas of interest and impact. We also intended that, where appropriate, these pieces try to portray something

of the School's relationship to the profession in general—past, present, and future. The specific topics were chosen by the editorial committee from the many ideas generated during its meetings and those of the steering committee, and from other alumni and faculty meetings. Finally, we decided to present a volume that would be of interest primarily to the School's nearly 5,000 living alumni, and secondarily to others interested in the history of the University, the School, the profession, education for librarianship, etc. We also decided to include a much larger number of photographs than did the earlier volumes. Had our funding permitted, we might have included many more. In fact, at one point we debated issuing a second volume, just of captioned photographs, but reluctantly had to shelve the idea because of costs. Maybe some day....

The title we were leaning toward at first was *Standards and Ideals*, which is derived from the last words of the inscription on Katharine Sharp's memorial plaque which has hung for many years on the third floor of the Main Library. Professor Henderson suggested that we reverse the words to *Ideals and Standards*, on the grounds that it is rather difficult to design standards unless one has ideals on which to build them. Given Katharine Sharp's innate ideals and the dedication with which she pursued standards of excellence, it seemed to the committees to be an appropriate change.

The keynote paper is by Laurel Grotzinger (MS '58, Ph.D. '64), whose dissertation on Katharine Sharp led to the definitive biography of her and to several related pieces concerning Sharp and the early years of the School. We asked her to write a new piece covering the founding, the earliest years, the move to Urbana, and the years between the directorships of Sharp and Robert Downs. It is based primarily on a paper in *Reminiscences* (Slanker, 1969) and one in the *Journal of Library History* (Grotzinger, 1967). She emphasizes Katharine Sharp's dedication to "ideals and standards" and the efforts of later directors to meet and even exceed them.

In 1968, Dean Robert Bingham Downs contributed a short piece entitled "The School's Third Quarter Century" to *Reminiscences*. The piece had one rather serious flaw—Downs's excessive reticence about his own role in many of the events of the period. We asked Robert Oram ('50), who was closely associated with Downs for many years in the Library and very much aware of the School's activities, to rewrite the piece with this in mind. He suggested that we use the original article and that he provide a commentary which would highlight Dean Downs's own contributions.

Larry Auld (Ph.D. '78) was variously a Ph.D. candidate, assistant to the director, assistant dean, and teaching faculty member over a span of sixteen years, until 1989. We asked him to write on the period since *Reminiscences*. While he was hampered by a family medical situation that prevented him from coming to campus to research the School's archives, he was able to contribute a personal memoir of the period, which the editors have supplemented slightly to bring some aspects of the piece up to early 1992.

One of Dale Montanelli's responsibilities in her position in the University Library is facilities planning. As a graduate ('82), she was thoroughly familiar with the School's housing situation in recent years, and we asked her to look into the earlier years as well. She writes of the original space in Altgeld Hall; the more spacious but later crowded areas of the "new" Main Library; the rather gloomy upper reaches of David Kinley Hall; and, finally, the prospect of a move, probably early in 1993, to spacious new quarters in a remodeled fraternity house, conveniently located across the street from a popular graduate dormitory.

Pat Stenstrom ('57) has been a mainstay of the University Library for many years, since 1980 as head of the Library and Information Science Library. She has a keen interest in history and a flair for research, so we asked her to write on the School's library facilities. She sketches the development of this special collection from a few shelves to one of the

largest and most comprehensive library and information science collections in the country.

The next group of chapters focuses on the teaching programs of the School. Kathryn Luther Henderson is blessed with many talents, not the least of which is an extraordinary memory, coupled with highly developed research techniques, a great deal of patience, and the ability to produce readable prose. She responded to our request with a fascinating account of the development of the technical services segment of the School's curriculum—a piece that is at once scholarly and informative, and, at the same time, interesting and amusing.

Terry L. Weech has long been identified with courses in reference and public documents services. He and his graduate assistant of 1991-92, Christine Bessera, trace the history of the School's teaching in these areas, and in closely related specialties, such as bibliography, library use instruction, and adult public services.

During the course of attaining her master's degree at the School, Linda Smith ('72) found herself fascinated by information science. Five years and a Ph.D. later she returned to Urbana to teach and has been a key figure in the development of the School's program in the entire area. She contributes a fine review of the School's activities, starting with the pioneer efforts of Frances Briggs Jenkins in 1962.

Student Mary Forbes ('92) did a great deal of research in our records to establish the origins of the School's work with children and young adults. Not surprisingly, concern for both public and school library services dates to the earliest days. It was decades before programs became truly professional and, again, the School was nationally prominent in its programs, not only in teaching but in research, publications, and extension services.

Our most frequent flyer is Wilf Lancaster, whose skills are in constant demand all over the world. One of the most published and cited scholars in librarianship, he has spent incredible amounts of time in patiently guiding doctoral students

in their search for and achievement of acceptable research papers and dissertations. What better person to sketch the history of post-masters programs in the School: the C.A.S., the Ph.D., the D.L.S., and the Visiting Scholars program.

Herbert Goldhor returned to campus from a ten-year stint in a public library to become the director of the School, the last to hold that position under the old arrangement, i.e., Robert Downs was dean of the Library *and* the School while Dr. Goldhor was the *de facto* head of the School. One of the major events of his tenure was the establishment of the Library Research Center, now internationally recognized for its contributions in many areas. Showing characteristic promptness, his paper was the first paper delivered to the editors. Dean Estabrook has added a few paragraphs to bring his report up to date.

In a piece that can only be described as "vintage Donald Krummel," said professor writes of the School's multi-faceted publications program, which continues to have a strong and lasting influence on many aspects of librarianship. Lists of the various series will be found in the appendices of the volume.

As a member of the faculty, Leslie Edmonds was greatly interested in and identified with the School's extension programs, including the unsuccessful (not her fault!) attempt to establish a regular program in Chicago. She draws on Katharine Sharp's and Alice Lohrer's comments on extension offerings, details the several periods of great activity, and notes the recurring themes of discussion during a near-century of such programs.

The School has another international traveler: Selma K. Richardson, who likes nothing better than exploring some exotic part of the world. Long involved with the children's aspects of the International Federation of Library Associations (IFLA), she brings her background and experience to a consideration of the two-way street of the School's international involvements. With the assistance of her graduate assistant, Bradford Wilson ('93), she considers the students from other countries who have attended the School and the faculty and

alumni who have spent many months, even years, assisting in library services and development in other nations.

The School had a handful of minority students in the years before World War II; the exact numbers seem to be impossible to reckon. Following the war and the gradual breaking down of barriers to racial equality, many more minority students began to appear on the nation's campuses, including this one. In 1969, the School made a proposal to the Carnegie Corporation for International Development for funding for an experimental program for disadvantaged minority students interested in pursuing careers in librarianship. Terry Crowley was the director of that program during its two-year span. He writes a critical review of the program, based on his own memory, records, and conversations with many of the students involved.

The tradition of a library school alumni association goes back to 1898, very nearly as long as the School itself. Carol Penka ('68) describes its founding, growth, and programs, including its occasional periods of near or total dormancy. Co-editor Robert Delzell writes of the founding of Alpha chapter of the profession's major honor society, Beta Phi Mu, and its growth into a national organization.

Because of limitations of time and space, a number of topics slipped between the cracks of the structure we established. For example, we have no chapters on two of co-editor Allen's own special interests, book publishing and library buildings, nor have we touched on administration or a number of other areas.

Eleanor Blum ('47), long the communications librarian at Illinois, established a course called "Contemporary Book Publishing" in the late 1960s; Walter Allen took it over in 1970. Several others, including the late Emily Schossberger, director of the university presses at Nebraska and Notre Dame, and Frank O. Williams of the University of Illinois Press, taught it during summers. It occasionally drew students from the College of Communications, which has no such course; some of them were doctoral candidates. Several undergraduates created their own publishing majors, called

Individual Plans of Study, around this course and others in communications, economics, and marketing. At least two of them hold responsible positions in publishing. Other graduates got interested in the industry, attended summer programs at Radcliffe and Denver, and have pursued careers in publishing rather than in librarianship.

The origins of the buildings course are somewhat unclear, but Kathryn Luther Henderson notes in her paper that facilities was one of the topics included in the famous technical services field trips before World War II. Guy Garrison (Ph.D. '60) and Herbert Goldhor taught the course in the 1960s and perhaps even earlier. Donald L. Thompson, then librarian of Wabash College, taught the course during the 1960s, as did Ellsworth Mason, then of the University of Colorado in 1968; both were respected building consultants. Walter Allen took over the course at the request of Dr. Goldhor in 1969. One of the highlights of each class was a two-day field trip to the Chicago, Indianapolis, St. Louis, or central Illinois areas, to visit new or somewhat older but still important structures, and learn what a budding librarian needs to be aware of when he or she gets involved in a buildings project. Managers of these libraries and frequently their architects were uncommonly frank about the bad as well as the good. Naturally, the most fun visits were to the real disasters, usually limited to one per trip.

Another area not specifically covered is that of library administration. Courses with various titles were offered decades back, as well as in recent years. Many faculty members, including John H. Lancaster, Harold Goldstein, Oliver T. Field, Frederick Schlipf, Robert Brown, Kathleen Heim, Terry L. Weech (Ph.D. '70), Leslie Edmonds, Richard E. Rubin (Ph.D. '87), and Bryce Allen have taught such courses. Summer visitors have included Norman D. Stevens, William Axford, Deane Hill ('50), Ralph E. McCoy (Ph.D. '56), and William Chait. In recent years, students were encouraged to take courses in public administration, finance, and non-profit institutions, variously taught in political science or economics.

Other areas not given chapters are on library resources (taught by William V. Jackson, [’51], Rolland E. Stevens [Ph.D. ’51], Robert Downs, and Donald Krummel); library history (John Lancaster, Jessie Houchens, Thelma Eaton, Robert Downs, and R. E. Stevens); library systems (Robert Carter, Robert W. Kidder [Ph.D. ’60], Terence Crowley, Sylvia Faibisoff, and Terry Weech; adult popular literature (created and still taught by Frederick Schlipf); archives (usually taught by University archivist Maynard Brichford); fine printing (Robert Chapdu); the communication role of the library (Murray Bob, Kidder, Linda Crow [C.A.S. ’70], James Carey, Terrence Crowley, Dudley Marcum, Ralph McCoy, and Jerome K. Miller); audio-visual services (Harold Goldstein, Cora Thomassen [’55], Miller, and Lawrence Auld); and more than a dozen courses in the bibliography of special subject areas, from Africana to Slavic studies, usually taught by University library faculty or by visiting specialists. We round out the volume with brief biographical data on the contributors; some statistics on degrees granted and samplings of enrollment figures; a list of directors of the School, 1893-1992; and what we hope is a full list of regular faculty and at least most of the adjuncts. Finally, we provide, as any really good non-fiction book should, an index.

A note concerning dates and names: Alumni dates of graduation or attendance are in parentheses following their names. A date with no degree initials means the individual received the School's first degree. Before 1948, the School's first degree was a B.S.; after that it was an M.S. Advanced degrees always have initials indicated. Before 1948, the advanced degrees were the M.A. and the M.S. After that, they were the C.A.S., the D.L.S., and the Ph.D. Two dates joined by a hyphen indicate dates of attendance without receipt of a degree. Brad Wilson worked out this system for his and Selma Richardson's paper, and we have adopted it for the volume.

Editors of volumes such as this are always indebted to a large number of people. Most obvious are the authors of the individual essays, without whom there would have been no book. But the road to publication is paved with the willing and even enthusiastic assistance of many others. These include the dean, Leigh Estabrook, and her two assistants, Debra Park, who came up with the idea for the book in the first place, and Curt McKay, who helped with the gathering of statistics and updated information on student activities; and the people without whom no library school can function, the office staff: Willa Reed, Carol DeVoss, Sally Eakin, Shari Grindley, and Kathy Painter. Lynne Curry, assistant to the dean for publications, James Dowling, managing editor, Hazel Dillman, Rhonda Gerber, and other members of the Publications Office staff guided us through the pitfalls of editing and production. David Colley designed the book jacket. The staff of the University Archives, particularly Maynard Brichford, William Maher, and Robert Chapel, guided us to the appropriate boxes for just the right information or photograph. Pat Stenstrom helped me compile what we think is a definitive list of the directors, assistant directors, and deans of the School. Raymond Bial, well-known photographer and compiler of delightful books of photographs of Illinois people, libraries, and events, not only served as a member of the Editorial Committee but provided enthusiastic help and guidance in locating and choosing useful and usable photographs from the hundreds in the archives.

A special word about Debra Park: her gentle prodding, when necessary; her knowledge of University resources and operations; her reactions to various trial balloons concerning content, promotion, and the place of the book in the overall plans for the centennial celebration; and her willingness to drop everything at a moment's notice to help us, add up to an enormous contribution to the effort.

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1 REMARKABLE BEGINNINGS

The First Half Century of the Graduate School of Library and Information Science

◆

LAUREL GROTZINGER

The work of forceful leaders under conditions that gave their creative powers full play, the [early library schools] display a fascinating variety in their origin and development. [In Illinois, F. W. Gunsaulus and Philip B. Armour] came forward to pick up the gauntlet. It was not surprising that apprentice training was included as a feature of the new [Armour] institute library, for Gunsaulus' enthusiasm for books and libraries was legendary. What was more remarkable was the choice of Katherine [sic] Sharp to take charge of the work. A gifted and dedicated educator, she was soon laying farsighted plans for a school which has consistently remained in the vanguard of educational progress. (White, 1961, p. 147)

THE CHICAGO FOUNDATION

As a new century loomed on the horizon, a unique combination of individuals, events, and a dynamic period

in the history of our country merged in the metropolitan world known as Chicago, Illinois. The city itself embodied the revolution in the economy and culture of the late nineteenth century that had changed a largely agrarian society into the bold, industrial crossroads that marked the new century. Chicago, "hog butcher for the world"; Chicago, site of the weird and wonderful World's Columbian Exposition of 1893; Chicago, home of the first library school training program in the Midwest; Chicago, where Katharine Sharp changed the scope and nature of library education in North America.

Miss Katharine Lucinda Sharp, born in Elgin, Illinois, in 1865, was also a product of that special period in history. Young, attractive, extraordinarily well-educated, she was a perfect role model for the "new" professional women who were turning our educational and social system upside down as nurses, teachers, social workers, and librarians. Sharp was raised in a working society dominated by self-educated, aggressive empire builders who, like Philip Armour, would choose to bestow some of their millions on institutes that would train men (and women) to be part of the emerging technical world of the twentieth century.

"Knowledge is power" was an accepted philosophy of life and this relatively young country was caught up in the belief that every citizen had the right to be educated. The national explosion in numbers of elementary and secondary schools, of colleges, technical institutes, and universities was unparalleled. Furthermore, other agencies that offered educational opportunities were growing apace. As a result, the public library was readily perceived as a "university of the people" and became a major component in the national system that provided free and ready access to the majority of the people. And, as might be expected, those who worked in the libraries, as in the schools, had turned away from apprenticeship training to some method of formal education, i.e., the best teachers were products of the "normal" training

schools and the best librarians were graduates of Melvil Dewey's prototype library school established at Columbia College and then firmly and strongly ensconced at Albany, New York.

Thus two components of the configuration that changed library education once and for all were put into place. First, there was Katharine Sharp, who earned bachelor and master's degrees at Northwestern University, spent a short time as a teacher, and then served as an untrained assistant librarian at Scoville Institute, Oak Park, Illinois. Her brief experience at the Scoville Institute convinced her that she needed a "professional" base and she took an unheard of step in 1890—she traveled to the east and studied for two years at the New York State Library School. That effort earned her a Bachelor of Library Science and placed her forever in a special elite of librarians who attended Dewey's school during its first decade.

Second, at the corner of Armour Avenue and Thirty-third Street in Chicago, the objects of Philip Armour's philanthropy were physically in place: the Armour Mission, serving the spiritual needs of the indigent public was on one corner; directly across were the walls of the "manual" training school which opened in September of 1893 under the presidency of the Reverend Frank W. Gunsaulus, pastor of the Plymouth Congregational Church of Chicago. As noted in a popular article of that period

Art, social and political science, literature and history are brought to the people of the neighborhood through this instrumentality. The Armour Mission auditorium and lecture room touch the people educationally in the same way, joining with the Institute in the great work....The majority of the students finishing the Academy course go into the Technical College [which is] the main feature of the Institution, and towards its perfection all things are made to point....

The only school of Library Science in the central states is the one conducted at the Institute in connection

with the excellent library provided by Mr. Armour....There are at present about twenty young women preparing for professional library work by a two years' course. The course covers every phase of library economy, construction, classification, reference work, and bibliography. The main difficulty is in keeping the students for the full time, as opportunities for practice are numerous and an invitation for special work, such as classifying a library, often ends in a call to the librarianship. (Snowden, 1892, pp. 357-58, 361, 367-68)

The other ingredients that produced the remarkable beginning in Chicago were, as so often occurs, time and coincidence. The key years of 1892-93 saw several timely events placed in felicitous interface. First, Katharine Sharp, during her senior year at the New York State Library School, had been assigned the collection and organization of a comparative exhibit of library paraphernalia for display at the international Columbian Exposition, the quatercentenary celebration of the "discovery" of America. In addition, she was then asked to supervise the display, sponsored by the American Library Association and the U.S. Bureau of Education, that was housed in the Government Building located in the midst of the "white city" that had risen along the southwestern shores of Lake Michigan. That special exhibit was eventually given to the Armour library school and served, for many years, as an unusual demonstration collection of the best in library technology. Further, the planning for the Armour Institute opening, scheduled for September 1893, had included a search for outstanding faculty to direct the programs. Gunsaulus, the newly selected president of the Institute, was emulating eastern institutes such as Pratt and Drexel and, not surprisingly, contacted the library man, Melvil Dewey, for a recommendation. At that very moment in time, 1892, Katharine Sharp was completing her degree at the Albany school. Dewey responded, using his usual phonetic spelling:

My old pastor F. W. Gonzales [sic], a member of the Boston Shakespeare Club of which I was president, came to Albany and said, "In old Boston days yu fild my hed with certain dreams that ar now coming tru. Armour Institute and I want the best man in America to start the library and library school and carry out yur ideas." I replied "The best man in America is a woman, and she is in the next room." (Dewey, 1922)

Whereupon President Gunsaulus offered the position as director of the department of library science and librarian to that same redoubtable woman. In accepting the position at Armour Institute, Katharine Sharp did, indeed, set the stage for the future. The Armour School would be only the fourth in the country, the first in the Midwest. Sharp's standards and professional perception had been tempered by Dewey's program and her own superior preparation.

The Armour program, although presumably directed to a high school graduate, would replicate the class work and preparation assigned to Dewey's mainly college-educated students. The course of study, as Sharp described it, "includes lectures and instruction in library handwriting, accession and other department routine, cataloging, classification, loan systems, binding, shelf arrangement, shelf listing, reference work and bibliography, literature and the history of books and printing" (Sharp, 1894, p. 164). In this brief listing lies the foundations for library school curricula well into the twentieth century although the library "economy" emphasis of the early years was eventually replaced with sound theories of bibliographical organization and the use of modern technology to facilitate the acquisition, organization, storage, retrieval, and communication of information in a variety of formats. The early classes were supplemented by actual library experiences, and Sharp and her faculty were practicing librarians as well as instructors. The students who completed their year of study at the Institute in 1893-94 received a certificate to attest to their forty hours per week "practice" work and devoted attendance

at numerous lectures—technical, psychological and “cultural”—as Dr. Gunsaulus phrased it.

Given Katharine Sharp's inclination toward a more professional preparation, the first class was unique in that the department of library science was reorganized almost immediately and the course of study extended to two years—the first of many steps that reflected the director's attempt to raise the profession from “practical training” to “professional study.” Sharp never intended that the Armour school would be a simple training adjunct to the high school graduate. The possibility of two years of study automatically set Armour apart from Pratt and Drexel and established an educational pattern that evinced a steady evolution, first at Armour and then at the University of Illinois. Two-year diplomas were awarded to the class of 1896 and later, when the Library School was established at the University, a baccalaureate degree was given, the first in the United States in the area of library science. Later, but much earlier than all but one other school, came the master's degree.

The first department of library science in the Midwest remained in Chicago for four years. There were fifty-nine matriculants; twenty-five received one-year certificates while eleven completed the two-year course and earned a diploma. At first, Katharine Sharp and May Bennett were the permanent faculty, but in 1896 two additional instructors, both graduates of the program, were employed. Cornelia Marvin Pierce and Margaret Mann, each destined to become a strong library leader in her own right, began their careers under the guidance of Katharine Sharp. Sharp's influence was paramount since she was, as described by Eleanor Roper (another graduate destined to become a library leader) “inspired herself and she was gifted in transmitting this inspiration to her classes” (Simpson, 1943, p. 42). In several respects, Sharp *was* the Library School, and her conviction, her enthusiasm, her drive, and her unswerving dedication *were* the determining factors for the School during its formative years in Chicago as well as the following

ten years when she directed the Illinois State Library School on the Urbana/Champaign campus. On the other hand, throughout the history of the Illinois Library School, there have always been faculty of distinction—men and women—who left their mark not only on the School but on the profession as a whole.

The decision to transfer the Department of Library Science, including certain of its faculty, students, and materials, came in 1897. Within the first few months after the program was initiated, it was apparent to Katharine Sharp that her plan, her hidden agenda, to superimpose a university structure on a technical institute was undoubtedly doomed to failure. Her mission, goals, and objectives for library education were far removed from either the conceptual or real "technological" Institute established by Armour and Gunsaulus. Regardless, within a very short time after the classes were begun, she suggested a four-year course and the conferring of a degree to her old mentor, Dewey. Dewey, who always wanted to be first, quickly doused her ambitious plan with more than a dash of cold rationality that bluntly described her lack of experience and faculty. Moreover, the facilities at Armour were not designed to provide either the library collection or classroom space that Sharp would need. Inevitably, the issue of an inadequate budget became insurmountable and, not completely by happenstance, two Midwestern universities appeared more than willing to accept Katharine Sharp and her library department into their academic settings.

The individuals, events, and timing that impacted the transfer of the department of library science included one new and important player. As with the original establishment of the program in Chicago, time and circumstances were also actors. Katharine Sharp was thirty-two years old in the summer of 1897 and had already made a contribution to the library education movement that would be noted in the annals of its history. She perceived librarianship as one of the most compelling forces in society and was thoroughly committed to the concept of standards for formal

library training. During the years in Chicago, her efforts had expanded far beyond the city limits, not only throughout Illinois but to the states of Ohio, Indiana, Wisconsin, and Iowa, where she and her cohorts were involved in summer training classes, library extension services, and other forms of outreach that continued to promote the library and the librarian as potential movers and shakers in the educational system. Sharp's vision had, at an early stage in the development of the Armour school, looked to the university setting as basic to formal training. Although many training programs developed in large public libraries (e.g., New York, Los Angeles, St. Louis) across the country, Sharp's ambition was never compromised. Not only did the academic environment establish the educational legitimacy that was essential to a profession, but the dual requirements of formal class study and experiential learning demanded a library of significant breadth and depth to provide opportunities for professional experiences.

Two Midwestern universities, already in the vanguard of educational expansion that emphasized the emerging disciplines of law, medicine, pharmacy, dentistry, home economics, music, and nursing found the additional field of library science equally attractive. The University of Wisconsin had been exposed to Katharine Sharp's dynamic personality during summer programs that she directed on the Madison campus. At Illinois, the vigorous leadership of President Andrew Sloan Draper had, from the moment of his appointment in 1894, favored programs leading to professional licensure or certification. And, he had come to Illinois from New York state where he had known and been influenced by Melvil Dewey's strong advocacy of the role of libraries in educational extension. Draper wanted a highly qualified librarian to build and organize a collection worthy of a university's mission, and he was actively establishing professional programs at the University. In Katharine Sharp, he found two for the price of one, and, once again, she came with the strong recommendation of Dewey. "Dr. Dewey,

who is the Secretary of the New York State Library, says that she is the best woman librarian in America, and if any one knows he does. If we can get her...I think it would be a great move for us" (Draper, 1897, p. 325). Ironically, the opportunities at Wisconsin that focused on building a formal library curriculum rather than administering a library might have proved to have been the better choice in light of ensuing events at Illinois. However, Sharp could not separate the two—librarian and instructor—in her own personal philosophy (one also advocated by her mentor, Dewey) and selected the University of Illinois over the University of Wisconsin. President Draper moved quickly to solidify the agreement and in June, the Board of Trustees recommended Katharine Sharp as head librarian, director of the library school and professor of library economy to begin work on September 1, 1897.

THE SHARP DIRECTION

Katharine Sharp's direction of the Illinois State Library School was as determined, quality-oriented, and ahead-of-the-profession as had been her preparatory years in Chicago. She was quick to point out the significance of the move in an early brochure: "The Library School which is transferred to the University is the only one in the West. The University now goes farther than any institution of learning, either in the East or West, has ever gone, in recognizing the right of Library Economy to a place among the regular college courses" (University of Illinois Library School, 1897, p. 3). In other words, as Adam Strohm, one of the Illinois School's most distinguished alumni, pointed out: "When the Library School was transferred from the Armour Institute to the University of Illinois its dignity was enhanced, its future secured. Under the wings of a state institution the boundaries of its usefulness were widened" (Strohm, 1943, p. 24). In addition to the establishment of a firm academic base, the move to Urbana provided a physical plan and equipment far beyond the limited resources found in Chicago

at the Armour Institute. The library collection at the University, although not well organized, consisted of some 40,000 volumes located in Altgeld Hall—a brand new building already cited for the “sheer beauty of its surroundings.” Constructed of Minnesota sandstone and designed by N.C. Ricker, the romanesque architecture included “ornately decorated arches, wrought iron railings and stairways, and a domed Byzantine ceiling constructed of glass with stained glass borders” (“Treasures of Altgeld,” 1980-1, p. 5). As the second permanent building on campus, it also housed the administrative offices of the University.

The entourage that came to this fine edifice included not only the principals, Sharp and Margaret Mann, but also six students as well as the course materials and supportive demonstration exhibits used at Armour. One new faculty member, Mary Letitia Jones, another well-qualified graduate of the Albany school, was employed as a third faculty member and reference librarian. At first, the course of instruction was almost a replica of the Armour program, but Sharp was quick to advertise that the end result of the practical training would be to produce librarians who would appreciate “their higher calling to furnish ‘the best reading to the greatest number, at the least cost’” (Circular of Information, 1897, p. 3). And, of course, there would be a degree, a real university degree, conferred, the Bachelor of Library Science.

The ten years of the Sharp administration that followed the September 1897 opening of the Illinois State Library School were amazing, confounding, and instrumental in determining the future development of library education not only in the Midwest but across the states. During those years, Sharp was aided by a staff which reflected individuals and philosophies that defined library education far into the twentieth century: Isadore Mudge, reference and bibliography; Margaret Mann, cataloging and classification; Minnie Sears, classification and subject headings; F. K. W. Drury, collection selection and development. Other nationally

recognized pioneers of the field were among renowned visiting instructors: Mary Eileen Ahern, William Warner Bishop, Frederick M. Crunden, Melvil Dewey, Helen Haines, Lutie E. Sterns, James Wyer—to name only a few. Principles of cataloging, reference, book selection, and administration were combined with apprentice work both in the University Library and surrounding public libraries. As the curriculum expanded to meet the broadening dimensions of library service, the rigor and sophistication of the curriculum also evolved.

Phineas Lawrence Windsor, who became librarian and director of the library school shortly after Katharine Sharp's leaving, later pointed out that "even in those early years some distinctive courses and methods were begun which had made for themselves an enduring place in our educational scheme" (Windsor, 1943, p. 34). Among the innovative courses were the use and cataloging of public documents, library extension that considered current developments in the library movement, and a "seminary" in library economy which, after 1904, replaced the thesis requirement. Windsor also noted that Sharp had initiated a course originally identified as "General Reference"—open to all students in the University, it provided information about basic reference sources, use of the catalog, and the library collection. Along with growth in the substance of the curriculum came a major movement to influence the public library development throughout the state of Illinois. The Library School and Library were seen as a central source of leadership and resources that would aid public libraries through a variety of mechanisms including traveling libraries, a state-supported library extension program, library legislation, a knowledgeable field librarian, and even, through use of the students, staff for organizing and operating some of the nearby libraries.

As happens with many ambitious plans and an aggressive leadership that looks to a powerful future, problems began to emerge despite the obvious successes. As early as 1902, Director Sharp pointedly made reference to the increasing

numbers of students that could not be accommodated by the existing physical quarters or the teaching staff. Magnificent as Altgeld Hall at first appeared, it had many design aspects that were inadequate not only for the Library, but in addition, the Library School quarters had been added to the original plans; from this fact alone one could predict problems as the classes grew in size and involvement. While the original faculty of three had by 1902 doubled in size, the original student enrollment had tripled so that by 1903 there were 47 students. As a result, the demand to teach well and thoroughly came in conflict with the demand to operate the expanding Library collection. Sharp's answer to this problem was one based on her perception of professional education, i.e., increase the admission requirements which would lower the number qualified to be admitted which, in turn, would provide not only smaller classes but individuals better prepared for the course of study. The proposal first presented at Armour—to require a bachelor's degree for admission—was publicly advocated at a meeting of the Association of Collegiate Alumnae as early as 1901 and, of course, was highly recommended for adoption much earlier. Sharp was keenly disappointed that Dewey's New York State Library School had moved faster and made the baccalaureate degree a requirement in 1902. In fact, she firmly believed that Dewey had been inspired to move quickly to maintain the Albany school's reputation as the leader in the field, thereby foreclosing the opportunity for the Illinois school to require a bachelor's for admission and become "foremost in the field."

At Illinois, admission requirements were increased to three years of college preparation in 1903, but it was not until four years after her retirement, in 1911, that a "true" graduate education—or at least education that built on the bachelor's degree—was possible. In actuality, of course, the degree that was offered remained at the bachelor's level for many more years at Illinois. What is little known is that, in 1902, the University's Council of Administration

had approved the awarding of a master's degree with three years of work from the Library School. Sharp, unfortunately, was only too well aware that her faculty and resources could not support the third year of quality instruction, and she asked that the Council not recommend such to the Board of Trustees. However, the goal of the course of study was obvious, regardless of the degree offered. As the School's Circular stated for many years, "the purpose was 'to graduate educated as well as trained librarians'" (Reece, 1936, p. 156).

When summing up the Sharp years at Illinois, a number of points might be emphasized, both notable successes and distressing failures. In the final summary, Sharp's accomplishments at the Illinois State Library School can be best encapsulated in three areas. First, the faculty, whether experienced instructor or willing novice, were invariably expected to be capable and dedicated. Sharp elicited enthusiasm for the work; her teachers, almost universally, had the unique ability to interest students while instructing them; the faculty of "Manns and Mudgets" infused the library science curriculum with life and imagination. Second, there was the curriculum. Despite the many caveats that were outlined later by the Williamson study, Sharp was among the first, if not the first, at least in certain respects, to insist that the course of study be an instrument of library education directed to the professional librarian. While intended to train and direct for actual conditions, it also required a standard of achievement which was acknowledged by every review undertaken during the early years of the growth of library education in an academic environment. Third, the students represented a significant force in the development of library service especially in the Midwest, if not in North America. By 1908, 210 individuals had received degrees from the Illinois State Library School. They came from 23 different states with the majority from Illinois, Iowa, Michigan, Ohio, and Wisconsin, although 27% had come from the Northeast where Dewey's school was well

known. The vast majority were women; only nine men attended during the years from 1897 to 1907. Some never practiced at all—often because they married and were not then “employable”; others devoted decades and their lives to the work:

There, at the Illinois Library School, they were guided by Katharine Lucinda Sharp and through her presence they were imbued with a strength and determination that sustained them through long, successful careers in libraries in the United States. Many of the names of these first generation of graduates from the Illinois Library School will not be found in the rolls of honor of the great and near-great in library and information science, but their achievements have built the foundations of American librarianship. (Roy, 1985, p. 65)

THE SECOND GENERATION

Katharine Sharp was among the first to note that libraries and library practices were constantly changing and that it was difficult to maintain an up-to-date curriculum that would respond to the needs of the libraries and services offered. Equally open to change was the leadership of the first library schools. Melvil Dewey, founding father, stepped down first, in 1906, and was followed within five years by his three protegees, Alice Bertha Kroeger, Drexel; Mary Wright Plummer, Pratt; and, of course, Katharine Sharp, Illinois.

The strong foundations forcefully molded by Sharp had been eroded, prior to her resignation in 1907, due to the priorities and direction of a new President, Edmund J. James, who regarded the Library as far more in need of attention and funding than the Library School which was the focus of Katharine Sharp's interests. As resources diminished, so did her physical and spiritual strength. By the fall of 1906, she had decided to resign at the end of 1907 and did so. Her leaving did not, at first, bode well for the Library School. Given President James's preoccupation

with the Library—and lack of interest in the School—little attention was given to a successor. That successor, Albert S. Wilson, was immediately controversial in the eyes of the staff and alumni since he had little library expertise and, unfortunately, no formal library training. In addition, Wilson was appointed only as director of the School—a form of heresy in the eyes of most librarians. President James's action "was a blow to the prestige of the library school training, particularly in view of Miss Sharp's qualifications and those of other newly appointed directors" (Vann, 1961, pp. 151-52).

President James, however, apparently could admit to an error and within two years a fully qualified director was appointed. To the corn fields of Illinois came Phineas Lawrence Windsor who, as had Katharine Sharp, assumed the dual role of University librarian and director of the Illinois Library School. He was a second generation graduate of the New York State Library School from the class of 1899. Coincidentally, he had earned his bachelor's degree from Northwestern University in Chicago, as had Katharine Sharp, but his career after his graduation from the Albany school had, at first, kept him on the east coast at the copyright office in the Library of Congress. Prior to assuming the Illinois position, he had been librarian at the University of Texas where he had also directed the library school program which had been initiated in 1901 by Benjamin Wyche. As so often occurs when there is a change in leadership, Windsor achieved immediately the elusive goal that Sharp had sought throughout her fourteen years of involvement in library education: the requirements for admission to the Illinois State Library School were changed to equal those at the New York State Library School. Now, two library schools in America were foremost. Students who matriculated at Urbana in September 1911 held a bachelor's degree in either the arts or sciences.

Windsor arrived at Illinois with a mission and proceeded to take firm steps to implement his objectives. Shortly

thereafter, he appointed an assistant director of the School; she was an able and talented woman, Frances Simpson. Simpson was a Sharp protegee, one of the third generation, who had graduated from the Illinois School in 1901. She spent thirty years at Illinois, nineteen of them as the assistant director of the School. Writing later, Windsor noted, "Miss Simpson made an indelible impression upon the work of the School, both by the high standard of her teaching and by skill in administering the school office. Rarely, indeed, does one find such loyalty to a school, to its alumni, and to their professional work as she embodied during all those years" (Windsor, 1943, p. 35). Windsor himself did not neglect the Library School despite his keen interests in building a true research library. Not only did he teach a regular class, which was highly favored and sought out by the students, but he was instrumental in bringing many of the faculty to a campus "out west." Among the noteworthy male additions was a young Ernest J. Reece whose class in public documents brought cheers for its comprehensive and thorough introduction to the genre—and groans for the complicated problems that he expected to be solved. Noteworthy also were the women who dominated, in number at least, the faculty. Among them were Ethel Bond, cataloging and classification instruction, and Anne Morris Boyd, book selection, both of whom were glowingly acknowledged by students as exceptional professors who skillfully combined practicality and principles. There is little doubt that the standards of performance remained high even during the crisis of the First World War years, the flamboyant 1920s, and the grim Depression decade.

The curriculum during the interim before the inception of a graduate degree did not remain quietly static. Neither the profession nor this particular school could be immune to the demands and needs of the library world. Windsor initiated, in cooperation with the Illinois Library Extension Commission, the first summer school programs. In 1911, it was a six-week, non-credit "practical" course which

continued until 1919, when the eight-week session for credit toward a B.L.S. was introduced. The need for a course of study that would better prepare for service in special libraries was addressed first in 1916-17, when the school catalog made reference to preparation for librarians who would work in business, technical, agricultural, or other special libraries. By the 1920s, this had extended to the recognition of the need for a selective course for high school librarians and later, in the 1930s, came the first possibility of study for special populations—among them children. As one would expect of a maturing and experimental profession, the curriculum included electives, more focus on specialization, and needless to say, a stronger graduate educational thrust. The dominant theme throughout the early years of library education was an appropriate melding of apprenticeship and a practical course of study, but, by the early 1920s, the plans that Sharp had introduced in the first decade were ready to be implemented. Finally, in 1926 the moment arrived and the Annual Register of the University boldly stated:

The instruction in the first year covers the accepted methods and practices in library work; students who complete this year's work are prepared to accept positions in library service. In the second year, *now transferred to the Graduate School* [emphasis mine], historical and comparative methods of treatment are emphasized; new subjects and research methods are introduced to give the student the necessary outlook and equipment for more responsible positions. (University of Illinois, 1927, p. 169)

At last, after three decades of struggle and commitment, the Illinois School reached its long-sought goal: a graduate degree for graduate work. From the one-year Armour certificate to the two-year diploma to the Bachelor of Library Science, given under increasingly demanding levels of preparation, there now came the Master of Science in Library Science.

Moreover, attainment of this significant objective was matched with another, more obvious achievement—at least in terms of the practicalities of life. Although the original Altgeld space had never been completely sufficient, the Library School had remained in essentially the same, often crowded and uncomfortable, conditions for almost thirty years.

A major success of Windsor's administration was the planning and construction of a fine new library building with space especially designed for the Library School—the third floor, where the School was to remain for several decades, and where Katharine Lucinda Sharp's famous bas-relief, sculpted by the internationally recognized Lorado Taft, still hangs with its lasting tribute:

Nobility of character and grace of person were united with intellectual vigor and scholarly attainments. She inspired her students with sound standards of librarianship and ideals of service.

The sculpture was not installed and dedicated until March 1922. The tablet captures the inimitable poise and arresting stature of Katharine Sharp even though it was probably envisioned from a composite of surviving photographs. She is shown as a vigorous young woman—perhaps any young woman who was challenged to meet a new world.

Phineas Lawrence Windsor, needless to say, was a leader of strength, character, and scholarly attainment. Many years later, still another outstanding Illinois librarian and director of the Library School, Robert B. Downs, summed it up succinctly when he commented that “under Windsor's leadership, the Library and Library School were brought to positions of eminence....The Library School made conspicuous progress...” (Downs, 1978, p. 562).

Windsor's administrative strengths were complemented by superb assistant directors who, in effect, managed the Library School. After relieving poor Albert Wilson of his responsibilities in 1912, Windsor relied heavily on the administrative skills of Frances Simpson for almost two

decades but, ultimately, in 1931, this persevering and perspicacious woman had to retire. Her successor, Amelia Krieg, spoke for many when she said, "Her leadership, gay personality, and knowledge of world events, library movements, and outstanding librarians, are seriously missed" (University of Illinois Library School, 1930-31, p. 1). Simpson was also remembered with respect by both the faculty and staff during her long tenure as assistant director. Reece emphasized her effervescent personality as well as her toe-the-mark management style: "Diminutive in stature, Miss Simpson amply filled the commodious office she occupied. There she proffered abundant advice, some critical, some anything but that. I recall her comforting assurance—based on slight evidence, I now fear—that at worst I knew much more than my students did" (Reece, 1969, p. 22).

Simpson's resignation was timely at least in terms of her being relieved from the strain of the Depression years. Amelia Krieg was destined to be a capable and expert assistant director, but the tenor of the times did not give rise to a pleasant administrative sinecure. She did use the catastrophe of the Depression as an argument for more stringent student admission requirements or, at the very least, higher standards of selectivity. At the graduate level there was a commitment by the School to seek out students who were capable of research and thesis construction. The concept of admission based on a "B or better" became a rallying cry, even when there were few applicants. Following a national educational trend, the Library School became a center for experiments and statistical studies that would provide sound data on which to base conclusions, not to mention the practical value of knowing more about job opportunities, preferences, and placement. When the Board of Education for Librarianship, the accreditation team of that period, visited in 1936, they encouraged the Library School to continue its stress on lower enrollments and higher admission requirements. They also strongly advised that the curriculum, always a matter of controversy, be

revised further to bring it in line with contemporary educational concepts. While Krieg agreed with part of the recommendations, she perceived considerable need for more professional librarians and was not completely comfortable with limiting enrollment. Krieg did promote one philosophical guideline of exceptional merit: The future curriculum was to develop "along the line of theoretical courses on the place of the library in the present social order and its changing function and government" (University of Illinois Library School, 1935-36, p. 17).

The faculty itself had continued to attract some of the best instructors in the country. Ethel Bond and Anne Boyd were well matched by the likes of Rose B. Phelps, Marie Hostetter, Josie Houchens, Guy Lyle, Blanche McCrum, E. W. McDiarmid, and, of course, Amelia Krieg and Phineas Windsor, along with a host of visiting professors. Krieg stepped down shortly after the country emerged from the Depression years, and just before the Illinois Library School, universally identified as among the best of the educational programs in the nation, came to the end of its first fifty years.

Carl White and E. W. McDiarmid assumed the leadership at Illinois after Windsor and Krieg retired; they immediately became immersed in a review of the School and in the development of plans for the future. They were aided in this endeavor by a grant from the Carnegie Corporation in 1941 that would support an in-depth study of the University of Illinois Library School. The results of that searching self-analysis and evaluation brought a new beginning to the School under the direction of Robert B. Downs and Lewis Stieg. As the second fifty years began, the Library School positioned itself to address the librarianship of the future that would include research, doctoral study, and, in 1959, the formal designation of the School as the Graduate School of Library Science. The coming half century was to be an era of change and growth that was as incisive and critical as the founding years. The philosophical foundation,

as well as the reality of the academic programs that Katharine Sharp, Phineas Windsor, Frances Simpson, and Amelia Krieg directed would be reconstructed, strengthened, and enhanced. From those remarkable beginnings of the first fifty years came the clarion call for the science of libraries and information centers to be a discipline, taught through the graduate professional education found at the University of Illinois. Or perhaps Carl White's simple assessment of Katharine Sharp and her vision is also true of all those remarkable years:

A gifted and dedicated educator, she was soon laying farsighted plans for a school which has consistently remained in the vanguard of educational progress.
(White, 1961, p. 147)

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2 THE SCHOOL'S THIRD QUARTER CENTURY

With an Addendum by Robert W. Oram

ROBERT B. DOWNS

The year 1943, in the midst of American participation in World War II, marked a number of changes in the Illinois Library School's administration. Carl M. White, after three short years as director, departed for Columbia (his predecessor, Phineas L. Windsor, had filled the post for thirty-one years); E. W. McDiarmid, assistant director, left for Minnesota; and Robert B. Downs and Lewis F. Stieg took over the positions of director and assistant director.

Teaching and working conditions in the School were feeling a definite impact from the war in progress. The University was on a three-semester schedule, following adoption of an accelerated program, and classes for the fall semester did not begin until October 13. Enrollment in all University divisions was down; the Library School recorded only fifty-one students. Nevertheless, there was

a strong faculty on hand to greet the newcomers, including Ethel Bond, Anne Boyd, Marie Hostetter, Rose Phelps, Gwladys Spencer, John Lancaster, and Alice Lohrer.

The effect of the war was being felt in another direction—placement. The acute shortages of personnel which have plagued libraries since the early forties were already in evidence. It is startling to recall, however, that library school graduates without experience were being placed in starting positions at \$1,500 to \$1,800, contrasted to a 1967 average of \$7,000 or better.

Several activities which have continued to the present time and have lent distinction to the Illinois School had their beginnings in 1943: the first of a long series of institutes for practicing librarians and the first in a series of publications, *Illinois Contributions to Librarianship*. The years immediately following, "until the boys came marching home," saw progress on various fronts: a general curricular revision in 1944 (inspired by the Metcalf-Osborn-Russell survey of the previous year); the relocation and strengthening of the Library School Library; the sponsorship by the Library School and the University Library of a weekly radio series treating the general topic of books and libraries.

As early as 1945, alumni and students were expressing interest in a doctoral degree in library science at Illinois. Several years were to go by, however, before the inbred conservatism of the Graduate School executive faculty could be overcome and approval obtained for a doctoral program. Even after reluctant acceptance of the Library School's proposal in 1948, only a professional degree, Doctor of Library Science, was approved. Fortunately, before the new degree was actually conferred on any candidate, a more enlightened viewpoint prevailed in the Graduate School administration and the standard doctor of philosophy degree was adopted.

When Professor P. L. Windsor retired in 1940, the Library School alumni created a special endowment in

his honor. In 1948, after consideration of various proposals, the alumni voted to use the accumulated fund to support an annual lectureship. The plan adopted provided for the appointment each year of a speaker of outstanding reputation in the world of books to deliver the "Phineas L. Windsor Lectures in Librarianship," and for publication of the lectures in a series by the University of Illinois Press. In the intervening years, twenty-two lecturers have contributed to the program. Nearly all the addresses have been issued in handsome and appropriate formats by the Press, and several have approached the status of best-sellers. Among the distinguished speakers who have held appointments as Windsor Lecturers are John Winterich, Gordon Ray, Louis Ridenour, John Carter, Sir Frank Francis, Jonathan Daniels, Dan Lacy, Verner Clapp, Theodore Waller, David Mearns, John Flanagan, Sol Malkin, Ralph Shaw, and Lester Asheim.

The national upheaval in library education that struck professional library schools in the late forties also brought about radical changes at Illinois. Starting with the 1948 fall semester, in addition to inaugurating the new doctoral program, it was announced that the fifth-year bachelor of science and the sixth-year master of science degree were being discontinued, and a fifth-year M.S. degree in library science was being adopted. Admission to graduate study was based on the successful completion of four undergraduate "core" courses, or the passing of comprehensive examinations, a pattern still [1968] adhered to for beginning students. The principal reasons for the changes were the growing belief that a master's degree in librarianship should not require more time than a master's degree in most subject fields, and the fact that the existing systems of training were proving inadequate to meet the increasing shortage of professional librarians.

Along with the alterations in degree structure, the Illinois curriculum was revised. As modified, the new master's degree had two chief purposes: to prepare for beginning professional positions in various types of libraries, and

to lay a foundation for advanced study leading to the doctorate in library science.

Changes in any faculty are to be expected, for a variety of reasons, and the Illinois Library School faculty was no exception for the period under review. Lewis Stieg resigned as assistant director in 1947 to accept the directorship of the University of Southern California Library and Library School. He was succeeded by Harold Lancour, formerly librarian of Cooper Union, who remained in the associate directorship until 1961, when he was attracted to the deanship of the newly established library school at the University of Pittsburgh. Gwladys Spencer, who had joined the faculty in 1940 and had demonstrated brilliance in teaching, research, and scholarship, died in November 1947. In 1949, Ethel Bond, who personified cataloging and classification to generations of Illinois Library School students, reached retirement age; Miss Bond had been a member of the faculty since 1912. Another long-term staff member, Anne M. Boyd, retired the following year, after thirty-two years on the faculty. Miss Boyd was a much beloved teacher and her courses in book selection and government publications were celebrated. Josie B. Houchens, who had taught part time since 1915 and who was for years a moving force in the Library School Alumni Association, reached emerita status the next year, 1951. Another extremely popular teacher, who followed in Miss Boyd's footsteps in her interest in government publications and reference, was Rose B. Phelps, who retired in 1958 after being almost continuously associated with the Library School since 1928. An even longer period of service was represented by Marie M. Hostetter, specialist in school librarianship, who joined the faculty in 1926 and retired in 1960.

The tradition of long service in a single institution is less commonly observed in more recent times. Among those who have come to the Library School faculty since World War II the rate of turnover has been high, but the School gained substantially from their varied abilities while

they were at Illinois. Thelma Eaton, Miss Bond's successor, was on the faculty from 1949 to 1962; Donald E. Strout, from 1953 to 1963; William Vernon Jackson, from 1953 to 1962; Walter Stone, from 1949 to 1960 (though for several years on leave); Viola James, from 1948 to 1957; and Harold Goldstein, intermittently from 1954 to 1967, when he resigned to accept the deanship of the Florida State University Library School.

On the other hand, a number of appointments during the decades 1940-1960 continued to provide strength and distinction for the School. Frances B. Jenkins, brought in from the University of California in 1951, was recognized as one of the country's leading authorities on scientific and technical literature. Rolland E. Stevens, the School's first Ph.D. degree recipient, who came back to Illinois in 1963, was an able and enthusiastic teacher of reference service and of the history of books and libraries. Herbert Goldhor, who came out of military service in World War II to join the faculty (1946-52) returned to Illinois in 1962, the first year as associate director and thereafter as director of the Library School. Illinois' reputation as a center for the preparation of school and children's librarians was firmly established by three members of the faculty: Alice Lohrer, Winifred C. Ladley, and Cora E. Thomassen.

The international character of the Illinois Library School may be shown in several ways: for example, a number of the faculty have participated in foreign missions: Harold Lancour in England and France; Alice Lohrer in Thailand, Japan, and Iran; Harold Goldstein in Ceylon; William V. Jackson in Latin America, France, and Spain; Herbert Goldhor in Colombia and Europe; and Robert Downs in Japan, Turkey, Latin America, and Afghanistan. At the same time, foreign students have been attracted to Illinois in as great numbers as the School could accommodate them. No less than forty-five nations and all continents were represented in the School's enrollment during the two decades following

World War II. Many returned to become leaders in their homelands.

One of the distinctive aspects of the Illinois School is its publication program, the most extensive of any school in the nation. Noteworthy are the quarterly journal *Library Trends*, started in 1952; *Occasional Papers*, inaugurated in 1949; *Illinois Contributions to Librarianship*, 1943; Monographs (a series of reprints and original works); *Windsor Lectures in Librarianship*; *Allerton Park Institute Series*, issued annually since 1956; and *Proceedings of the Clinic on Library Applications of Data Processing*, an annual publication since 1963.

A pioneer organization in its field and itself a prolific source of publications is the School's Library Research Center, established in 1961 and directed with great ability from 1962 to 1968 by Guy Garrison. Operating chiefly with grants from the Illinois State Library and from contract funds, the Center has carried on a variety of research studies on problems relating to the principal types of libraries.

Space is lacking to review in depth other significant phases of the Library School's history during its third quarter-century. It would be negligent, however, not to mention such important activities as the weekly Library School colloquium, started in 1947, which brought many prominent speakers before the students; the establishment in 1949 of the Alpha Chapter of Beta Phi Mu, international scholarship honorary in the field of librarianship; a statewide extension program of off-campus classes for librarians in service, in which a good number of the faculty have shared; the Allerton Park Institutes in late fall, which have gained national audiences; and a variety of other institutes, conferences, and workshops, some at Allerton and others on the Urbana campus, for special groups.

As the Graduate School of Library Science (its proper title since 1959) entered its fourth quarter-century, it had a solidly established reputation for high standards;

for producing able and distinguished alumni; for a strong faculty, sound curriculum, and deep concern with fundamental research; and an impressive publication program.

The School endeavored, with much evidence of success, to maintain a proper balance among its three primary objectives—teaching, research, and public service. Growing enrollments enabled the School to be highly selective in admissions and through an expanding number of fellowships, scholarships, and assistantships to offer financial aid to the most promising students. Prospects are excellent for improved physical facilities for the School in the not-too-distant future. In brief, there is every reason to believe that the University of Illinois Graduate School of Library Science will remain one of America's leading professional schools in its field, as it has been for the past several decades.

THE SCHOOL'S THIRD QUARTER CENTURY

An Addendum by Robert W. Oram

When the editorial committee decided to revise Robert Downs's earlier article on "The School's Third Quarter-Century" from *Reminiscences*, Walter Allen and I discussed just how this should be done without damaging the original. It became clear to us that one does not tamper with the prose of a (then) living legend. After Robert B. Downs's death it was even clearer that we must leave the article as it stands. There are those of us who remember his working habits—a steady flow of handwritten prose on a yellow-lined tablet which was then turned over to his secretarial staff without further corrections or additions. To change or amend those bare-bones sentences would have amounted to lese majesty. Therefore, we agreed that the only way was to fill in the areas he had not covered and to expand the role that he played in this period of the School. Although I was not directly connected with the School when I came back to Illinois in 1956, nor did I have him as a teacher when obtaining my M.S.L.S. in 1949-50, I did have close

connection to the School in other ways. One valuable connection was sitting in the administrative staff conference on a weekly basis and watching Robert Downs in action. Further, from 1956 to 1972, I was fortunate enough to have each semester four graduate assistants assigned to the Circulation Department. There was no better inside source than those conversations I had with them, many of which concerned the School. Also, some of the professional staff were doctoral candidates, such as Charles Churchwell, Paul Spence, Ed Holley, and the late Bill Nash, who brought their previous experiences to their assessment of the School's program. Finally, many of my wife's and my friends were members of the faculty who shared their thinking with us, particularly Professor Winifred Ladley and the late Drs. Lancour and Goldstein.

Rather than do a questionnaire of all the Ph.D. graduates, I have chosen to expand the article from my own memories and experiences over twenty years at Illinois, from a series of short interviews and letters, and from the statistical information given to me by the School's staff.

DOWNS'S ROLE AS TEACHER AND MENTOR

One of the most obvious omissions of the original article was any mention of Robert Downs's own teaching. For one so interested in library education, it is a strange and modest gap, one rather typical of him. The School's records show that he taught three courses as well as 101 (Thesis I and II) and 102 (individual research), later renumbered as 491 and 492. At times he shared the thesis courses with others on the faculty. He taught "Resources of American Libraries" several times, as well as "Problems of College and University Library Administration" (which had a slightly different title in a later year) and "Current Scene in Librarianship." In addition, he was always available for individual doctoral consultation. He started teaching in 1944, but by 1949-50 he was largely working on the

resources seminars. Unquestionably, the information gathered in those courses found its way into *American Library Resources* (Downs, 1951) with due crediting. Robert F. Delzell, later to be Downs's administrative assistant, noted that that particular course was taught "masterfully and it was great fun to boot."

It was as a mentor that Robert Downs is most remembered by some of his doctoral students. Despite his seemingly austere personality, he was deeply concerned with his students. One of them remembers that when he was most discouraged and had quit the doctoral program, Downs called him up to find out why he had not registered. When Downs found out why, he said simply that he would see to it that the student was registered, and in due time that particular candidate got his degree. One time he even interceded in a housing problem for a minority candidate when the University could not provide quarters. His was a stabilizing influence, another former doctoral candidate reported. When the trend in dissertations seemed to be slanted toward a statistical approach, Downs would encourage a non-statistical method and would defend the project despite faculty arguments against it.

He encouraged collaboration on his own books and worked closely, for example, with Ralph McCoy on the updating of *The First Freedom* (Downs, 1960). Downs liked using his former students in his surveys, and Dr. McCoy remembers enjoying working with Robert B. Downs on the New York University project and the Missouri Survey. William Vernon Jackson participated in *American Library Resources* and is considering issuing another edition. Ed Holley notes that Downs encouraged him to publish, and this encouragement continued well after Holley's earning of the Ph.D.

DOWNS'S INTEREST IN THE LIBRARY STAFF

A little-mentioned aspect of Downs's influence on the relationship between the Library and Library School

was his encouragement of clerical staff members to take courses on a part-time basis. These courses were clearly intended to make the staff a better prepared one. In later years, this practice was discouraged, but during this period of the School's history it was essential to the School's and Library's existence because it was a useful and practical solution both to enrollment and staff training. One highly educated refugee from Central Europe gave Downs full credit for enabling her, through this program, to attain a professional position suited to her talents.

Robert Downs's continued encouragement of the graduate assistant program was beneficial to the School, the Library, and the Library Research Center. The program was designed to give both master's and doctoral candidates the experience of working in a large university library which they may have lacked before coming to Illinois. Further, the less-than-adequate financial support helped keep many a student in school. Dr. Guy Garrison noted to me that the Library Research Center contributed to the School's education program by its support of assistantships.

DOWNS'S RELATIONS WITH THE ADMINISTRATION AND FACULTY

Knowing Robert Downs's modesty, one can understand why he does not mention what appears to be one of the important factors of his administration—the influence he had as dual head in gaining benefits for the School and the Library. As a joint director (later dean), he had only to walk down the street to the Administration Building and start a process that would end in his getting what he wanted. Like many academic changes, this effort often proved to be a slow process, but it was a rare time when he could not persuade a provost (or a Graduate School Committee) what was best for the School was best for the University. As can be seen from the earlier text, he was particularly proud of changing the professional degree to the full doctorate.

It is interesting that his influence was so pervasive despite the fact that he had only the honorary doctorate himself. It is, of course, true that the doctorate for directors was not considered so important then as now. The University faculty thought highly of him (he worked closely with Professors Baldwin and Fletcher of the English Department, for example). Ed Holley noted that he has rarely seen the type of respect the faculty had for Downs, perhaps because he was always alert to services to faculty and students.

That his very presence as a person and as the head of both the Library and the School gave him clout is best known in the fact that, when he retired, the deanship was not kept for either the Library or the School. The Library never regained the title. It is true that, during his last years, the administration changed, the old guard retired, the familiar faces who knew and respected Downs left. Whether Downs could have maintained that clout in the face of these changes and the beginning of the still-continuing serious budget problems is a moot point, but that he brought both the Library and the Library School to national prominence during this third quarter is clear. And it was not only inside the University that he had respect. During these years he was president of the American Library Association, the Association of College and Research Libraries, and the Illinois Library Association. Further, he was honored by several foreign governments for his consultation on their library problems. Of these honors he was very proud.

DOWNS AS AN ADMINISTRATOR

Speaking of Downs as an administrator, Dr. Herbert Goldhor, formerly director of the School, wrote in a letter, "He was certainly capable of decisive and even direct action." (It should be noted, however, that he did not act in haste and without due cause.) Dr. Goldhor noted that, upon Downs's retirement, Downs recommended separation of the School from the Library, and Goldhor

added, "with no discussion with or input from me." In other words, as the last dual head in the country, he recognized that times had changed. In Goldhor's statement there lies a possible criticism of Downs's way of administration—action that did not always recognize consultation. He had a firm belief in his own ability to solve problems unilaterally.

Other criticisms of the Downs era can be leveled. Library and School faculty salaries were sometimes very low and did not increase as rapidly as they might have; some of the graduating students were receiving better salaries than the faculty. There is also some feeling that the research, either by the faculty or at times by the staff of the Research Center, did not have the depth it might have had. At times Downs could be unwarrantedly optimistic, as when he noted, "Prospects are excellent for improved physical facilities in the not too distant future." It was well after his retirement that the School moved out of the cramped quarters of the Library, and only now is there the prospect that the University will remodel a building for the School, reminding us that even a Robert Downs could not accomplish miracles.

OTHER CHANGES IN THE SCHOOL

Some aspects of the school which Robert Downs did not touch on were the make-up and growth of the student body and the influence the graduates, particularly the doctoral ones, had on the profession in later years.

The change in numbers and the ratio of male to female was not unique to Illinois nor was the increase in enrollment, but the changes were significant and contributed to the prestige of the School. A quick look at the figures indicates that class size (including non-degree students and those working on degrees, including the B.S.) had reached a low in 1944 of 55. The peak enrollment came in 1967 with 163.

Women's enrollment was always proportionately greater than men's, but 1946 saw a mild increase in the percentage

of men enrolled. The largest male enrollment came in 1967 with 41 while there were 121 females. Obviously, the rise in male enrollment came in the post-war years with the influx of veterans, but there are a variety of reasons why class size burgeoned. The question here is, just how much did Downs's reputation and the consequent importance of the School have to do with this growth and change? Without examination of these patterns in other major library schools, this remains an unknown. Word of mouth, however, is always a factor in selecting a degree program, and the Downs reputation must be taken into consideration.

I have no data on the non-doctoral graduates, although my observation is that many of the M.S.L.S. graduates came to have very responsible positions (including those as directors of large institutions). But the evidence of the doctoral graduates is impressive indeed. Of the 75 doctoral graduates between 1951 and 1971, 30 became heads or associate heads of libraries, and 39 became deans or professors in library schools. In fact, some became both. The balance gained responsible positions.

Of course, other faculty members, the assistant director who managed the School on a day-to-day basis, the size of the School, and its location in a major university all played a role in growth. But one had only to attend American Library Association summer and midwinter conventions to understand the value of having Robert B. Downs as dean during this period of the School.

Acknowledgments

Those persons who responded to my calls or letters were Charles Churchwell, Robert F. Delzell, Guy Garrison, Herbert Goldhor, Ed Holley, Ralph McCoy, Paul Spence, Jane Downs, and Debra Park.

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3 THE FOURTH QUARTER CENTURY

A Personal Reminiscence

LAWRENCE W. S. AULD

I first visited the School in April 1966 when I attended the Annual Clinic on Library Applications of Data Processing, and I returned in 1968 and again in 1972 to present papers. Nevertheless, when I entered the Ph.D. program in 1973, my family and I moved to what was for us a new and, we thought, temporary home. Both children were in junior high school, and Rhoda's first book was published that fall. We expected to be in Urbana-Champaign only long enough for me to complete the degree before we moved on. Instead, we stayed in the community more than three times longer than any previous home. What happened? In 1976, I accepted a one-year temporary appointment as acting assistant director of the School, taking on a set of responsibilities I continued for ten years under a number of different titles. Then, I taught full-time for three years. Thus, what began as a brief interlude between professional positions changed my career from that of a librarian

working in libraries to a librarian engaged in education for librarianship. That same change resulted in our longest sojourn in one community, for a total of 16 years.

When I agreed to write this chapter, I planned to visit the University of Illinois campus where I could use the University Archives and other School records. However, a family medical emergency kept me in Greenville for most of 1991, so this chapter is a series of reminiscences based largely on personal recollections and impressions. I have exercised the prerogative of a selective memory, chiefly reporting strengths and accomplishments while ignoring some less happy events. Because this volume is a celebration of the first century of a particularly influential library school, I think this is an appropriate approach with an overall picture which is fair and accurate, although some shadow areas are lacking in detail. Also, it leaves ample opportunity for a future scholar to fill in the details, perhaps for the sesquicentennial volume.

During my first semester in the School I kept busy with three units of course work, a half-time assistantship in the Learning Resources Laboratory, and, of course, my family. One of the highlights was the privilege of attending my first Allerton Institute. This exciting conference on cable television in libraries, organized by Cora Thomassen, was well attended by enthusiastic participants who believed in the potential of cable TV for libraries. I was converted, and it was only after several years of observation and writing a dissertation that I accepted the reality that the potential was far beyond the grasp of most libraries. Sadly, it has become even more distant since then.

Later institutes were good, but for me they never had the same spontaneity or excitement. Then, the costs and logistics of maintaining the conference at Allerton House caused it to be relocated in Champaign-Urbana some years; however, the participants yearned for Allerton

Park, and the institute later returned to a refurbished house and enhanced services.

In August 1973, students packed the classrooms and crowded the corridors. Just five years before, at the beginning of the period which is the subject of this chapter, library school enrollments throughout the United States were the highest ever, and they were still growing. Even with the new master's programs that were being opened, there were not enough librarians to fill the vacant positions being advertised. To help meet this need, the library schools awarded MLS degrees to over 5,000 persons that year, and virtually all of them had been offered jobs by the time they had graduated. However, although we were not yet fully aware of it, job opportunities were already beginning to decline. (So much for the 100,000 professional vacancies for librarians said to exist across the United States!) Nevertheless, the high enrollments continued until the early 1970s when they peaked and then began to fall away, slowly at first, then more quickly, like a sudden steep flight of stairs leading down. Looking back, we can see that library schools continued to attract students after graduate programs in other disciplines were cutting back, for at least two reasons. The first was the time lag in the employment predictions issued annually by the U.S. Department of Labor. (It was not until about 1974 that the Bureau of Labor Statistics recognized the decline in library employment opportunities.) Second, refugees from other disciplines were willing to take a chance on a one-year program which could offer better employment possibilities than their own fields. We attracted some fine librarians to the profession this way.

Although the School saw its peak enrollment of about 220 in 1973, there were still over 175 master's students enrolled in 1976, and the University's Graduate College proposed placing limits on the size of the School. This was part of a campus-wide effort, reflecting a feeling

in the Graduate College that the University's graduate enrollments had exceeded the resources that were necessary to support strong graduate studies. Because additional resources seemed not to be forthcoming, quotas were set for each graduate program. The proposal was soon forgotten, however, as would-be applicants viewed the restricted job market and pursued other vocations. The Graduate College later denied having ever suggested such limitations. By 1980, applications and enrollments were far below the quota of 174 that had been proposed.

Enrollments continued to decline, reaching a low of 134 in 1983. Then, after a couple of years, a slow, steady climb back up began, finally passing the 200 mark in 1991.

Throughout this experience, the School was fortunate that the University, unlike many other institutions, did not link budgets to enrollments. Thus, while the School's semester-by-semester production of instructional units (a measure of classroom productivity) dropped in the early 1980s to one-half of its previous level, the base budget was not similarly lowered, although there were attempts to use instructional units for this purpose during some austere years. Even though instructional units were not formally linked to budgets, I was impressed by the importance placed on them by the administration, for data on instructional units were systematically collected on *printed* forms, and they were distributed across the campus in *printed* reports.

All through this period, there was talk in Admissions Committee meetings and among the faculty generally about wanting to exercise greater selectivity in admissions to the master's program, e.g., raising the minimum grade point averages and Graduate Record Examination scores required for admission to the master's program. In the eyes of the University, the higher the academic credentials, the better the student. Yet offsetting this was a realization

on our part that the professional commitment of the average student during this period was as strong, perhaps even stronger, than it had been during periods of higher enrollments. The opposing expectations of the academic and professional communities were clearly delineated in these discussions.

As I became acculturated to the School, I quickly learned that from 1897 until 1971 the School and the University Library were administratively linked. Today, even though they have been administratively separate for more than 20 years and housed in separate buildings for more than 10 years, many persons still confuse the School with the Library. I have noticed that this same confusion between library and library school also exists on other campuses and will, no doubt, always be a problem.

Robert B. Downs became Dean of the Library and the Graduate School of Library Science in 1942. Like his predecessors Katharine L. Sharp, Phineas L. Windsor, and Carl White, he was responsible for the operation of both the University Library and the School. In August 1971 he retired, and the School became an autonomous unit of the University. Herbert Goldhor was named director of the School, Lucien White was named director of the Library, and both reported to the vice-chancellor for academic affairs. I think that to have made the separation sooner, as some have suggested, would have made little difference, since Dr. Goldhor had been the de facto leader of the School for several years. While Dean Downs's interest in the welfare of the School was very strong, as it continued to be in his retirement, the increasingly complex demands of the Library prevented him from being as active in School affairs as he might have liked. There was no need to deprive the School of this interest.

Before his retirement, Dr. Herbert Goldhor was a public librarian, a library educator, and an indefatigable researcher who also administered the School for some sixteen years. I always found him straightforward and

easy to work with. As the director of my dissertation, he gave me invaluable guidance. At the end of my first year as his assistant director, he invited me to continue for a second year. At that time he reorganized the Library Research Center and took on its operation himself, devoting half of his time to the Center and delegating much of the day-to-day operation of the School to me.

My major duties included admissions, class scheduling, and student financial aid, which was the most difficult. As many alumni know, the University of Illinois has a remarkable program of financial aid for graduate students. While some do pay tuition, the vast majority do not because of tuition waivers or, more commonly, assistantships and fellowships which include waivers of tuition and service fees. Sooner or later, virtually all newly admitted students asked about their financial aid. Here I had relatively little authority, for individual members of the faculty selected the recipients of most of the assistantships within the School. A much larger number of assistantships were controlled by the various units of the University Library. Most fellowships were awarded with the advice and consent of the admissions committee (for master's students) and the advanced studies committee (for certificate of advanced study and Ph.D. students). Competitive tuition waivers and fellowships were awarded on the basis of academic credentials and, sometimes, other criteria such as minority status. I used to liken financial aid to a four- or even a five-dimensional puzzle; as the puzzle was adjusted and rotated, what had appeared to be a clear solution in one dimension was totally wrong in another dimension. Without question, working with financial aid was the most difficult part of my job.

When I began as assistant to the director, I discovered to my surprise that I had unilateral control over admissions to both the master's and the C.A.S. programs. (Doctoral applicants were screened by the doctoral committee.)

A point system had been devised by my predecessor, Dr. Robert Brown, in an attempt to impose some rationale on the admissions process during the period when there were more applicants than there were places in the master's program. I continued to tally points for each applicant during my first year, but I abandoned it as we entered a period of declining applications. Soon, we were admitting all qualified applicants. This sounds bad on the surface, but, underneath, it was less of a problem. The minimum admission requirements were always fairly high, and the level of professional commitment of these students was very high. Also, correlation studies indicate that no more than one-fourth of the variability in graduate grade point averages can be explained by undergraduate grade point averages and GRE scores, the two primary admission factors.

I was never comfortable with the notion that one person could make unilateral decisions that could affect people for the rest of their lives. Later, acting director Roger Clark shared my concern and proposed the creation of an admissions committee to the faculty. Working with the new committee, I was pleased and reassured to notice that their recommendations for admissions were, essentially, the same as I had been making. Even so, I believe that having a committee perform this function is much better than having one person do it alone.

In working with admissions, I tried, always, to read through each applicant's entire folder regardless of how good or bad it appeared at the outset. At my insistence, the other members of the admissions committee followed this same practice. Thus, we could assure everyone that each recommendation was based on the applicant's entire dossier. This practice paid off more than once when an otherwise promising applicant had a low grade point average or low GRE scores, and we were able to recommend admission anyway. We have some fine alumni who could not have come to Illinois if we had

not followed this practice of "looking at the whole person."

The C.A.S. program was very small before 1980, so my workload for C.A.S. admissions was very light. However, during attempts by the School to set up a C.A.S. program at the University of Tehran, Iran, in 1976, the matter of C.A.S. vs. doctoral admissions became confused. I shared this problem with the doctoral committee along with the suggestion that it be renamed the advanced studies committee and that the faculty transfer C.A.S. admissions to the new committee. The faculty agreed at its next meeting. (In spite of much hard work by Dr. Brown and others, the proposed Iranian C.A.S. program never materialized. However, in a separate effort, Dr. Brown later negotiated the establishment of a master's program at the Imperial Medical Center of Iran with faculty to be supplied by the School. The first and only semester's classes were conducted simultaneously with the revolution in 1979.)

About 1977, Pearce Grove, then director of the library at Western Illinois University in Macomb, said that he had a number of persons on his staff who were interested in securing master's degrees in library science. He asked if we could schedule a series of classes on Fridays only so that these persons could commute one day a week and obtain degrees. We did, and five or six persons from Macomb enrolled in the program. Every Friday morning, they were on the road by 4:00 AM in order to arrive on campus at 9:00 AM. As I recall, they all eventually completed the program, and one went on to earn a C.A.S.

In May 1978, Dr. Goldhor announced that in August he would step down as director of the School, and that he would like to be the full-time director of the Library Research Center. The immediate question was: Who would be acting director? I had worked closely with Dr. Roger Clark in the Graduate College on several matters

including admissions, and he was a great help as we revised the Ph.D. program. I suggested that he would be a suitable choice, since I had found him to be interested in matters concerning librarianship, thoughtful and deliberate in his actions, and in a position to bring the School and the campus closer together. He was appointed and served, half-time, from August 1978 to August 1979. He helped to select Dr. Charles H. Davis as the new dean (note the change in title), saw the School move from the Library to David Kinley Hall, and extended the connections between the School and the campus. An example of the latter was Clark's role in planning a one-day conference sponsored by the Graduate School of Library Science, the College of Education, and the School of Social Work on the opposing tensions between the University's professional and academic expectations. Just before he returned to full-time work in the Graduate College, he was awarded an honorary master's degree by the faculty in appreciation and remembrance for his work during the year. (Professor Don Krummel hand-lettered the diploma.) Among the benefits Dr. Clark brought to the School was a better understanding of campus expectations, protocols, and attitudes.

Dr. Charles H. Davis became dean in August 1979. He asked me to stay an additional year as acting assistant dean since, as he said, "You know where all the files are." In our division of labor, he concentrated on the external affairs of the School, leaving many of the day-to-day internal affairs to me. It was a good arrangement which allowed our complementary talents and interests to work together effectively. It was no surprise when he suggested that the School should expand its name, and, in 1981, it was changed to the Graduate School of Library and Information Science. Dean Davis invested heavily in efforts to maintain good relations between the School and its various professional clienteles. He

also served a term as president of the American Society for Information Science.

The Library School Association, the oldest organized alumni group on campus, was formed in 1898. It published a newsletter with news of alumni, hosted annual reunions at the ALA Annual Conferences, and purchased several shares of AT&T stock through the income transferred periodically to the Katharine Sharp Fellowship Fund. As it became increasingly difficult to get the newsletter written, published, and distributed, there was a general consensus that a different arrangement was needed. After some negotiations by Dean Davis and Rita Bartholomew (the placement officer), the Library School Association became a constituent group within the University of Illinois Alumni Association. Members of the Alumni Association who were graduates of the School were automatically assigned to the Library School Association together with a portion of their dues, but members of the Library School Association did not automatically become members of the Alumni Association because of the difference in dues. At the same time, Dean Davis initiated a good-looking newsletter that featured news of the School and its faculty, students, and alumni.

The School had offered a regular series of extension classes in the late 1940s, the 1950s, and on into the 1960s. These offerings ceased during the period of peak enrollments, perhaps because the faculty was fully occupied with students on campus. But times change, and the School began offering extension classes again in the early 1980s in response to requests which were coming from all over Illinois. At one time or another we received requests from such widely scattered locations as Rockford, Chicago, Rock Island, Peoria, Bloomington, Decatur, Springfield, and East St. Louis. Although the needs were genuine, the critical mass of students could be assembled only in Peoria, Springfield, and Chicago.

The other sites were too distant, or they could never produce enough students to fill a class.

In 1981, Chicago Public Library Commissioner Don Sager requested that the area library schools each submit a proposal for a master's program to be offered in downtown Chicago. Representatives from Northern Illinois University, Rosary College, and the University of Illinois met with Commissioner Sager and members of his staff. Despite rumors to the contrary, no proposals were actually offered, although a number of courses were offered. The School offered a series of five or six courses, one per semester. The first class, LIS 300 ("Foundations of Library and Information Science") opened with about 35 students, but the ranks quickly thinned to less than 20 within two or three weeks. Each of the subsequent courses saw smaller enrollments, and the last to be offered was canceled when too few students enrolled. (In the late 1980s, an unrelated proposal for an entire master's program in Chicago was assembled by Dean Estabrook and Professor Edmonds, but the State Board of Higher Education did not act on it, so it was never implemented.)

For many years, eight semester hours of undergraduate prerequisite courses were required for admission to the master's program, and eight units of graduate level coursework were required for the degree. (As alumni will remember, at the University of Illinois a unit is the equivalent of four semester hours.) In 1973 the four undergraduate courses—selection, cataloging, reference, and administration—were combined into a single two-unit foundations course, and the degree was increased to ten units of course work. The new foundations course was initially numbered 400 with the idea that only graduate students would be allowed to enroll, but it was quickly renumbered 300 because of campus pressure that the course be accessible to seniors as well as graduate students. The foundations course and its development has been described in

"Directed Independent Study Approach to a Foundation's Course" by Walter C. Allen and F. W. Lancaster (1981).

A full-time student could complete the ten unit master's degree in twelve months, and it is my impression that most did complete the program in that amount of time in the 1970s. However, the length of time taken by many students had increased to two years in the 1980s, probably a reflection of the larger numbers of students who held assistantships or other employment concurrently with their studies.

At this same time, even more drastic changes in the master's degree program were being considered after Herbert Goldhor visited several major public libraries and became convinced that the program as it then existed could not meet the future needs of public librarianship. He proposed a lengthened master's program similar to the programs at the University of California at Los Angeles and the Canadian schools. The curriculum committee developed a proposal for what was described as a two-year program, also referred to as an extended program. In addition to 14 units of course work in library science, it included undergraduate prerequisites in statistics, administration, personnel management, and one course in one's area of specialization that had never been taken for whatever reason. The proposal was approved by a majority of the faculty and sent forward into the University's approval process. When Dean Davis arrived, he assessed the faculty's and students' concerns about the proposal and requested that it be held briefly in the Graduate College while he determined what the faculty wanted done. It became apparent that less than half of the faculty in 1979 had been hired or were otherwise present when the two-year program proposal had been approved initially. A study undertaken by Jerome Miller, Kathleen Heim, and me proved somewhat inconclusive other than failing to demonstrate any significant support for the proposal among library directors. There was

also concern during the then current recession, and given the ready access to surrounding schools, that an extended master's program could well put the School out of business. When the faculty voted this time, a majority rejected the proposal, and it was withdrawn. Since then, three schools, the University of Washington, the University of North Carolina-Chapel Hill, and Columbia University, have adopted two-year programs with moderate success. All three have managed to attract students, although one school has been closed for other reasons.

In addition to the master's program, during this period the School offered an undergraduate minor, a certificate of advanced study (C.A.S.), a doctor of philosophy (Ph.D.), and a doctor of library science (D.L.S.). The minor no longer exists in a de facto sense, the D.L.S. was abolished, the C.A.S. program was modified, and the Ph.D. program was extensively restructured.

The minor originally served school media certification requirements and was an accompaniment to undergraduate English and other secondary teaching majors. Believing that having the minor resulted in a lesser credential for school librarians, the School asked twice to have the faculty senate abolish the minor. Both times the senate insisted that the minor be retained as a needed element in the teacher education program. Forced to keep the minor as an authorized program, the faculty actively discouraged prospective students, so that there were only one or two per decade. Thus, for all practical purposes, the minor had ceased to be an important part of the School by 1970. However, it continues to be listed as an undergraduate option to this day.

The C.A.S., introduced in the early 1960s, was sometimes described as the "invisible" program, since it rarely had more than one or, occasionally, two students per year. Dr. Jerome K. Miller and I became concerned that the C.A.S. program would never attract more students unless it were altered so as to become a respected degree

in its own right. Working with the advanced studies committee of which Dr. Miller was the chair, we proposed several changes, most notably that the number of units required to complete the program be increased from eight to ten units, the additional two units being devoted to a research or creative project. The School's faculty approved these changes, and the proposal went forward and received the necessary approvals. The revised C.A.S. program was inaugurated in 1980. About the same time a key admission requirement was changed from "two years of post-master's experience" to "two years of significant experience." This allowed most graduating master's students, particularly those who had worked as graduate assistants in the University Library, to go directly into the C.A.S. program. Enrollments increased immediately to 12-15 per year.

The doctor of library science (D.L.S.) program was begun in 1969 as an alternate, non-research degree which would complement the Ph.D., a research degree. Lack of congruence between the studies undertaken by students and the degrees they received, however, became evident after a few years. The purpose of the D.L.S. was not being fully realized. After some deliberations by the advanced studies committee and the faculty, a request to abolish the D.L.S. was put forward. The Board of Trustees approved the request, and the D.L.S. ceased to exist after the 1980 fall semester. Not surprisingly, this sparked a lively, albeit brief, rumor that the School had abolished doctoral studies altogether.

The Ph.D., begun in 1948, was a solid and traditional research degree program which required ten or more units of coursework, two or more units of a research tool (i.e., statistics, a foreign language, or, later, a programming language), a comprehensive examination (two days of written responses followed by a half-day of oral questioning), and the dissertation (including presentation of the proposal and the final defense).

The program attracted a healthy cohort of students each year until the early 1970s after which the numbers dropped off sharply. Clearly, the program was in trouble.

For several years doctoral students had been suggesting that the program needed revision. At first these suggestions were disregarded, being viewed as no more than an attempt on the part of the students to do less work. When I managed to persuade Herbert Goldhor and Rolland Stevens that the suggested revisions would, in fact, require at least as much work, perhaps more, they agreed that the doctoral program should be examined and the revisions considered. Over the next years, Dr. Miller and I worked with the doctoral students, the faculty, and the Graduate College in building the new program. Consensus was reached by spring 1978 on the course work (primarily a series of seminars and seminar papers), seminar examinations in lieu of written preliminary examinations, and first priority for doctoral students in matters of financial aid. We began the revised program unofficially in the 1978 fall semester with a full complement of new doctoral students. The new program was made official by the Board of Trustees in 1980, and the program has played to a full house ever since.

Dr. Miller and I also proposed a post-doctorate, but there was no money to support this program, and the participants have had to provide their own financial support. The program can probably best be described as an extended visiting scholar program. Thus, the boundary between the post-doctorate and the earlier visiting librarian program has been somewhat blurred. Dr. Goldhor had initiated the Librarian in Residence program in 1969; the first participant was Mary Jane Carr in November 1970. Successful applicants were invited to campus for varying lengths of time, usually two or three weeks, were permitted to use University facilities and resources, and were asked to give a presentation on their work to the students and faculty.

Citing length of tenure as dean and a desire to spend more time writing, Charles Davis announced in fall 1984 his intention to return to full-time teaching and research, and his term as dean concluded in December 1985. He has continued as a full- and, more recently, half-time faculty member, and as visiting scholar and adjunct professor at Indiana University.

Dr. Leigh S. Estabrook began as dean in January 1986. She has an M.L.S. degree followed by a Ph.D. in sociology which she says guides much of her thinking. She has demonstrated a particular talent for raising funds and persuading vendors to donate furniture, equipment, and software to the School. When she accepted the deanship, she secured a commitment from the University administration that a computer network would be installed in the School. She readily admitted that the School's size could not justify the network; rather, the network was needed as a demonstration of the School's interest in and ability to work with electronic communications. "After all," she said, "we are in the business of information."

AT&T was persuaded to donate three interlocking networks, based on three minicomputers, for administrative, faculty, and student use. Some two dozen terminals enabled faculty, students, and staff to have access to the networks. Also, the networks were connected to the campus mainframe and, thereby, to the electronic world at large. For example, when Dr. Linda Smith spent a semester on leave in Linköping, Sweden, we were able to exchange electronic mail as if she were still in her fourth floor office in Urbana.

I have been fascinated to observe that each group of master's students is different from those before and after. One particular difference is the extent of students' participation in the various extra-curricular affairs of the School. Picnics, Thursday morning colloquia, Windsor Lectures, and Friday Club (beer klatsches) were well-

attended in the late sixties and early seventies, but attendance was falling off by 1975. As the attendance fell off, all but one of these events was eventually discontinued. The annual Windsor Lectures were downgraded from a two-day affair to one hour and then suspended altogether in 1977. All-School picnics, once a popular and regular event, became sporadic and then ceased when no one chose to attend. Attendance at the Thursday morning colloquium exceeded 150 persons each week, but then the students stopped coming, even to hear the speakers they themselves had chosen. A succession of student council presidents wrestled with this problem before the colloquia were abandoned. The Friday Club has survived intermittently. When the idea of a School commencement ceremony was suggested about 1980 or 81, there was a resounding "NO" from the students.

In contrast, School picnics reappeared in 1986, and the students of the late 1980s welcomed the idea of a School commencement. The Windsor Lectures were resumed in 1990. The colloquium has not reappeared, although the guest speakers for the foundations class serve a similar purpose. The student chapters of the professional societies have increased in number and activities since 1980, and they have picked up some of the slack in their programs. But, even nationally recognized speakers brought in by these groups do not achieve the level of attendance once regularly enjoyed by the Thursday morning colloquium. There is also a Monday dinner club in addition to the Friday Club. And there are annual all-School holiday potlucks and a February pancake breakfast.

What makes these differences? Is television the problem as some critics of modern life would have us believe? Or the after-effects of Vietnam? Or changing professional expectations? Or the fiscal needs of working students? Whatever the reason(s), I still wonder at the

readiness of the students of one period to attend a weekly colloquium regularly, regardless of who was speaking, and the total unwillingness of the students of another period to hear and meet the chancellor of their University.

Looking beyond the University of Illinois, I can identify three external factors which stand out among the many influencing library education generally and the School in particular during this period: the major changes in enrollment levels, the raised expectations and pressures for faculty research and publication, and the changes brought about by microcomputers and associated technologies. I have already described the ups and downs of enrollment, including the differences in academic and professional expectations for students. These same opposing expectations can be seen in the credentials and activities expected of the faculty.

The first library educators were drawn from the ranks of respected librarians, and, until the advent of the profession's first doctoral program at the Graduate Library School (University of Chicago), library schools had no practical alternative. It was not until the mid-1970s that a sufficient number of doctorates had been awarded in the field that library schools could begin to insist each new faculty member must possess (or soon would possess) an earned doctorate. This shift in credentials was accompanied by a concomitant shift in emphasis away from teaching and service to research and publication.

There is no doubt that today's library school faculties are better accepted as scholars than those of 20 or 30 years ago. At the same time, there is concern in the library profession about whether library school faculty see themselves as librarians who teach or whether they perceive themselves as belonging to some other category no longer affiliated with libraries. It is widely recognized that most of the School's faculty from the past would not even be interviewed for vacant faculty

positions today. The academic community is happier, but not all librarians are persuaded that library education has been improved. This is an issue that remains to be sorted out. In the meantime, the granting of the University's second annual Outstanding Graduate Teaching Award to Professor Kathryn Luther Henderson demonstrates that good teaching is still valued.

Although Ralph Parker's punched card circulation system, introduced at the University of Texas in 1936, is frequently cited as the beginning of library automation, it was not until the 1960s that computers began to have a significant impact on either libraries or library education. The annual Clinic on Library Applications of Data Processing was initiated at this time with a title that belies its age. In practical terms, today's library automation courses can be described as being driven by the founding of OCLC in 1968, the marketing of the desktop microcomputer beginning in the early 1980s, and the more recent availability of CD-ROMs containing both textual and numeric files.

While microcomputers have been making their way into library education, audiovisual courses and materials have faded away. To describe this as cause and effect is only partly correct. Without doubt, dollars and space have been diverted from audiovisual equipment and materials in order to support microcomputers. At the same time, the audiovisual courses were feeling the pinch of obsolescence from another direction. When "audiovisual" courses and laboratories were introduced in the 1940s and 1950s, they were the means of opening up new vistas to students who, in turn, would open these same realms to the clients of their libraries, for few people personally owned such equipment. By the 1980s, students had newer and better equipment in their dormitory rooms than was usually available in the classroom. We are now beginning to see a similar phenomenon in microcomputers as students take notes

on fast laptop computers with long-lasting batteries and huge stores of memory, while labs are stocked with slow 8086 machines with (relatively) limited memories.

These are just some of the changes I watched and participated in during my 16 years with the School. Taken one at a time they seemed relatively minor, generally leaving us with the feeling that if business was not as usual, it was not particularly unusual. However, the cumulative effect of these changes, as seen in this foreshortened view, is more profound. While vestiges of the School as it existed in 1968 can still be seen in certain course titles, areas of specialization, and degree names, a time traveller jumping directly from 1968 to 1992 would find many disorienting and even bewildering differences.

There have been a lot of changes throughout library education, the chief one being the rapid and ongoing shift toward electronic communications and media. Who in 1968 would have believed a rainbow-hued disk five inches in diameter on which an entire encyclopedia, including moving pictures and sound, could be recorded and easily accessed by elementary school children? Who would have believed a larger disk which would allow one to take a spontaneous walking tour of our National Gallery of Art? Or who would have envisioned the developing virtual library in which remote access is taking precedent over institutional ownership?

At a point like this we are inclined to say, "Yes, a lot has changed," and then sit back on the assumption that the way it is now is the way it is going to be for the rest of the future. This is a comfortable position and may be good for a very brief interval of rest, but then it is time to get up and get on with the future.

What is our future and the future of the School? We know that it will be different, very different, from 1992. I think it will probably include the following: There still will be books, although new media will continue

to claim larger shares of the information and reading scene over which printed pages once held a monopoly. There still will be libraries, although they will serve increasingly as nodes of the worldwide virtual library, emphasize decreasingly the collections they house, and complement an increasingly privatized information base. There still will be librarians who will serve increasingly as information specialists, acting as intermediaries between clients and information, wherever it may be located regardless of format. There still will be library clients, persons who choose to engage librarians to help them with their information problems. Finally, there still will be the School, preparing information specialists who will understand better, through application and research, the flow and function of information.

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4 A PLACE OF OUR OWN

The School's Space

DALE S. MONTANELLI

Miss Sharp is looking for more commodious accommodations" (Mann, 1943, pp. 23-24). Margaret Mann, in *Fifty Years of Education for Librarianship*, gave this as the explanation of why in April of 1897 Katharine Sharp accepted the invitation from the University of Illinois to move the Illinois State Library School from the Armour Institute to the University of Illinois. Miss Sharp was offered a home for the Library School in the new library building as well as the administration of the University Library.

In accepting the offer of the University of Illinois, Katharine Sharp began what has come to be one of the continuing efforts of the Library School—finding and keeping spacious, serviceable, and adaptable facilities. Altgeld Hall, which was occupied in the fall of 1897, provided ample space for the Library School. Lecture room and document space was provided in the lower east tower, Room 104, and faculty offices and the Library School study room were located on the 3rd floor, above the stacks.

From the very beginning there were concerns about ventilation in the building. In fact, it was at the urging of Melville Dewey, who attended the dedication of the new Library, that the Library School study room was located in the third floor space originally assigned to the Art Museum, rather than in the damp basement area it had been assigned during the original planning (Ratcliffe, 1949). In 1899, as the School grew, Katharine Sharp, in a letter to President Andrew Sloan Draper, reported, "I think that we can place the desks in rows in the Library School room and thus accommodate 10 or 12 more desks. We shall need to cover parts of the floor to secure quiet. It is doubtful if there will be fresh air enough for so many people in that room" (Sharp, 1899). The pressures of space for the students continued, and in September 1901, Sharp again wrote to Draper stating, "Each additional one who is allowed to come now only makes our situation worse, and I trust you will consider it wise to ask this young man to wait until next year" (Sharp, 1901). Katharine Sharp, director of the School, was also custodian of the building, and spent administrative time and effort keeping things in order. In early 1900, she wrote to N. S. Spencer (superintendent of building and grounds), "I shall give orders to have the Library School Room vacated soon after 5 o'clock so that the janitress can clean it. We should all be delighted if some provision can be made to keep the room in good order." There is a note on the bottom of this letter in Sharp's hand which said, "The janitress reported later that she would prefer to do the work from 12:00-1:00, so there will be no difficulty" (Sharp, 1900). Efforts to keep the building clean and in good order continued throughout Katharine Sharp's correspondence as well as that of her successors. Also illustrative of a recurring trend was the effort to keep hold of one's possessions. In a letter to Professor Esty of the College of Engineering on February 13, 1900, Sharp wrote, "I think there must be a little misunderstanding about our Library School blackboard

remaining in your seminar room so long. I have hesitated to ask for it before, because I noticed it had diagrams on it and we have not absolutely needed it each day, and I did not wish to play the dog in the manger. There have been days when we have needed it, and from now on we shall wish it often. I shall be glad to have you use it on Tuesdays, when your seminar meets, if the College of Engineering cannot furnish you one, but I really feel that it is the duty of the College to furnish such equipment. I hope you will not consider me ungracious in asking for this but we sometimes need both our boards" (Sharp, 1900a). How interesting to note a time in history when the Library School was able to provide equipment that the College of Engineering could not. By 1905, we find Katharine Sharp requesting better lighting in the library school room and lockers for the Library School students. In this respect, times have not changed very much because it was not until 1912 that \$125 was authorized for lighting improvements in these areas (University of Illinois Board of Trustees, 1912).

The pressure from a larger academic unit with whom the Library School shared quarters to recover the space assigned to the Library School became apparent very early in the School's history. In 1903 it was already clear that "within two years it would be necessary to extend the bookstacks through the two stories occupied as a school for the library students" (Ratcliffe, 1949, p. 7). Fortunately, during the period when F.K.W. Drury was acting university librarian (1907-1909), the campus administration moved out of Altgeld Hall. This gave the Library School an opportunity to request more space, an improvement over its "temporary and inadequate quarters." After the president and the business office moved to the new administration building, the west wing of the third floor of Altgeld Hall became the Library School study room and the east wing became the Library School faculty offices (allowing stacks to be put into the old study room). By this time Phineas Lawrence

Windsor had become director of the Library and of the Library School. Things continued on somewhat peacefully with the construction of two stack additions to Altgeld Hall in 1915 and 1918, but space for the Library School continued to become cramped as more students attended the School. In 1920, Windsor reported that the classroom was too small, much too poorly ventilated, and that four faculty members were sharing each office (Windsor, 1920).

It was not until 1924 that the space requests on the part of the Library and the Library School were answered with the authorization for the construction of a new building. The first phase of the new building was completed in 1926 and the Library and the Library School moved from Altgeld Hall into what is now the Main Library Building. For that initial move, the Library School was assigned space in the south reserve room (now the Commerce Library, Room 101). In that room bookcases were arranged to make offices for the faculty and the remainder of the room became the Library School study room (University of Illinois Library School, 1927). Rooms 104 and 106 were used for classroom space (Bull, 1969). In December of 1927, with the completion of the second phase of the building—the north wing, the Library School moved to the third floor. Room 306, the present Library and Information Science Library, was the study room with desks for about 100 students; Rooms 314, 328, and 118 were used as classrooms (Bull, 1969). Faculty offices ranged along the east-west corridor and the north end of the north-south corridor. In 1929, with the completion of the last of the first four phases of the building, the Library School office moved to the south end of the second floor (the 331 suite), which also provided a faculty lounge and additional faculty offices. The School continued to occupy space on the third floor of the Library, which proved satisfactory for most of the time, between 1929 and the mid-1940s.

From Library annual reports it can be determined that Library School faculty shared third floor offices with

two people per office with the exception of Dr. McDiarmid, the associate director of the School, who had a private office in Room 426, the first Library School incursion onto the fourth floor of the Library. As the School continued to grow in size, office space for faculty became a much greater problem. Room 328, which had been a classroom, was used for shared faculty offices. As reported elsewhere in this volume, the Library School study room also contained the Library Science Library. In 1944, those two functions were split and the library was moved into the former classroom, Room 328 (Library School Library, 1944-45). By the 1948-49 school year, the Library School Library was moved back to Room 306 where it remains to this day and the Library School study room disappeared (Library School Library, 1948-49). By 1950 the Library School was routinely using Room 403b to house two Library School faculty and had begun to assign Room 428—up till then a classroom—as faculty office space. In 1959, the Library School became the Graduate School of Library Science, and in 1961, in addition to fourth floor and third floor space in the Main Library Building, the Library Research Center had its offices at 706 South Lincoln. By 1968-69 the Center had moved to Illini Tower and by 1969-70 it was housed in the Armory.

In 1964, the Main Library Building received a seventh addition, the only addition to the building since its original construction which provided staff office space and faculty studies rather than just additional stack space. This provision of faculty studies on the fourth floor allowed a reorganization of the fourth floor and provided additional office space for Library School faculty. In addition to housing 10 members of the Graduate School of Library Science in Room 428, there were six staff members housed in Room 439 and the Library School Placement Office, with one professional and several support staff members, was housed in Room 415. Through the 1960s and early 1970s, faculty offices continued to be inadequate.

Shortly after the arrival of Hugh C. Atkinson as University librarian in the fall of 1976, the College of Law began to apply pressure on the University Library to remove from the Law Building collections belonging to the library which has been housed in the basement of the Law Building. The College of Law was feeling space pressures but also had the benefit of an accreditation report that pointed to lack of space as a serious problem. At that time, Mr. Atkinson appointed a task force, chaired by Robert Oram, to assess the situation. On October 25, 1977, Atkinson wrote to acting Chancellor Morton Weir and Vice-chancellor Harold Hake saying:

I have talked to both of you on various times about the need for additional space for library purposes in the main library building. This is a request that the library school be moved out. I realize that such a move has long been considered and indeed in principle agreed upon. However, with the combined pressure from Law to clear Law 5 and from Asian Studies to provide library services which at least partially meet the commitments from their many grant proposals, the need for the library school space has become critical. As you know, there has been full and careful consideration of such alternatives as forming an Asian collection in some space on the campus outside the library; moving the University Archives to other space, and the like. While some of these alternatives seemed promising to begin with, upon investigation and consultation, they have not proved to be feasible. The College of LAS Executive Committee and the college library committee together with the Dean have discussed the problems at length, and at the suggestion of the Dean, a Task Force on Library Space has been formed, met and recommends the move of the library school as soon as possible. The Dean of the College of LAS has also supported such a solution. The Director of the Library School while being sympathetic to the library's problem is not overly enthusiastic about such a move. (Atkinson, 1977)

Again, it is possible to see the impact on the Library School of larger units (the Library) and units with more clout (the College of Law and of Liberal Arts and Sciences).

By 1977-78, the Library School had outgrown the accommodations so lavishly praised in 1929. There were poor office arrangements, insufficient classroom space, and units of the School were housed in other campus buildings. Thus, although not enthusiastic about a move out of the Main Library, there were some advantages to be gained.

Earlier in 1978, Hugh Atkinson, director of the Library, had come upstairs one afternoon to chat with Dr. Goldhor and me. He mentioned that the Asian language materials, packed in boxes in the Law Library basement, were going to have to be moved in response to a concern having to do with the reaccreditation of the College of Law. He added that, because it was likely that there would also be other changes in space allocations, it would be a good time to look for new quarters for the School.

The idea of different quarters for the School was not new, since providing suitable space had always been something of a problem. In 1897, the space that was originally set aside in the basement of Altgeld Hall was rejected by Melville Dewey who insisted that the School be moved upstairs to more pleasant rooms. When the present University Library was opened in 1927, the School was given space on the fourth floor and later on the third floor. In the 1960s, a plan to build a wing onto the southwest corner of the Library for the School was in the University's capital budget priority list; however, it was never ranked highly enough to be funded, and it had slipped down and off the list by the early 1970s. Concurrently, the School was asked to consider spaces in a dormitory and elsewhere on campus. These spaces were examined by the faculty and rejected as unsatisfactory, even with substantial remodeling.

Some weeks after our conversation with Hugh Atkinson, Dr. Goldhor attended a meeting with the vice chancellor

for academic affairs where he learned that the School was to be relocated to make room for the East Asian collection and various offices. We were instructed to work with the staff of the Office of Space Utilization who, we were happy to learn, felt strongly that instructional units such as the School should be given priority over non-instructional units. Thus, they felt that the School should be located as close to the Library as possible, while non-instructional units could be located in such places as University-owned houses on the periphery of the campus.

Space in the Armory was considered first, but it was a noisy, inconvenient, and unattractive assortment of rooms which were quickly rejected as being inconsistent with the School's purpose. Then space on the fourth floor of David Kinley Hall was offered. The Survey Research Laboratory, a non-instructional unit, would be relocated, in spite of their protests, to two houses at the edge of the campus in Urbana. After six months of planning, much of it coordinated by Dr. Jerome K. Miller of the faculty, we moved across the street between semesters in January 1979.

We were fortunate to be able to work with Bill Stahlman and Don Wack, together with other members of the staff of the Office of Space Utilization. They worked hard to secure the best possible accommodations for the School on a campus which was short of space and even shorter of money for renovations. (Without their help and the concurrence of Vice-Chancellor Morton Weir, the School could easily have ended up in the two houses that were given to the Survey Research Laboratory.) They had fluorescent lights installed in the corridor so that what had been a dark and gloomy cave had sufficient light to read by. They worked closely with acting director Roger Clark in having carpet put on some of the floors and hot running water brought into the Learning Resources Laboratory (the only hot water in the building). Nevertheless, when we moved into David Kinley Hall, we found the place to be badly in need of fresh paint because the Physical

Plant had refused to paint the area. Stahlman, Wack, and Weir toured our new quarters and, angered at the shabby appearance, ordered the Physical Plant to do the painting out of its own budget. Because the furniture was already in place, the cost to the Physical Plant was considerably more than if they had done the job when first asked.

Both the advantages and disadvantages of this new location were evident from the beginning. Previously, in the Library, the faculty offices had been scattered about on two floors, and it was a walk of as much as a city block between some of them. Now, all of the faculty offices were together on one floor in sight of one another. The Library Research Center, which had been in the Armory, was also moved to the fourth floor. Materials that had been stored in several parts of the Library were brought together. At the end of the move, the only part of the School that was not in David Kinley Hall was the Publications Office which stayed in the Armory in a set of rooms accessible by stairs only. Another advantage was that relations between the School and members of the Library faculty and staff were eased, since we no longer occupied any space in the Library. Finally, the separate identities of the School and the Library were clearer to many persons across the campus, since they could see, at least a little, the differences between operating a library and teaching about librarianship.

There were disadvantages, too. The Library Science Library remained on the third floor of the Library where we could no longer stop in between classes. Because it was now a city block distant horizontally and several floors distant vertically, most of us found that we used the Library less and less frequently. Like all of the Georgian style buildings on the campus, the fourth floor dormer windows in DKH offered a clear view of the sky, but not of the ground. The windows also leaked cold air in the winter, hot air in the summer, and water when it rained. I think this garret—some said aerie—must have been designed

as a graduate assistant retreat. Then, as space became scarce, faculty were elevated to this level, too.

In addition to the Publications Office, the one remaining part of the Library School that did not move into David Kinley Hall was the Library and Information Science Library. In February of 1978, Hugh Atkinson wrote to William E. Stallman, Director of Space Utilization, saying, "Philosophically I believe it is best to have a Departmental Library as close to the Department as possible, assuming, of course, that space to establish and maintain it is available. Therefore, I would urge you to consider the possibility of including space for the Library Science Library in the same building as the Graduate School of Library Science will be moving to" (Atkinson, 1978). Due to the floor loadings of David Kinley Hall and the shortage of space, this was not possible, and the Library and Information Science Library remained in the Main Library building.

The space in David Kinley Hall appeared to work very well for the Graduate School of Library and Information Science but the pressures that had caused moves from one place to another in Altgeld Hall, from one place to another in the Main Library, and finally into David Kinley Hall continued to exist. The College of Commerce, also located in David Kinley Hall, had grown and expanded, and it had expressed a need to acquire the fourth floor of David Kinley Hall for itself. To that end, and to provide the Graduate School of Library and Information Science with a home of its own, the campus purchased the Acacia Fraternity House in the 1989-90 school year with the goal of remodeling it to create a free-standing building for the Graduate School of Library and Information Science. (The building does not include space for the Library and Information Science Library.) The dollars to fund the renovation of the building became available in the spring of 1992 and the Graduate School of Library and Information Science should be able to move into a place of its own during the 1992-93 school year.

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5 THE LIBRARY AND INFORMATION SCIENCE LIBRARY

PATRICIA STENSTROM

I can argue with conviction that the Library and Information Science Library was established either in 1893 or in one of several years prior to and including 1944. The argument hinges on the definition of a departmental library. There was always a "Library School Collection," even at the Armour Institute. For many years, first at the Department of Library Science of Armour Institute, later at Illinois in the old library building, now Altgeld Hall, and still later in the current University Library building, collections were shelved in the Library School study room and other classrooms. It was September 1944 before the University Library opened an autonomous Library School Library.

Library literature, like library education, was in its infancy when Katharine Sharp founded the Library School at the Armour Institute in 1893. Although Miss Sharp tried to develop a library literature collection for the students of the School,

she was impeded by the lack of a regular budget for the library of the Institute and by the paucity of library literature in the late nineteenth century. There were few library science textbooks, and *Library Journal* along with Dewey's recently established *Library Notes* were the only library periodicals published for an American audience. But she did bring the library literature collection, such as it was, from the Institute to the University of Illinois. Once at Illinois, Sharp augmented the meager collection by soliciting bulletins, reports, manuals, and the like from libraries across the country. In addition, the Library School had "a complete collection of manuscript notes and problems which have been prepared since the school opened in 1893" (University of Illinois State Library School, 1900, p. 3). By 1902-1903, "library economy" had become a regular fund in the Library's material budget, and, in 1905, the Library purchased the bibliographical library of Karl Dziatzko (1842-1903), director of the Library and professor of Library Science at the University of Göttingen and a nineteenth-century German leader in the development of library science, library science education, and librarianship as a profession. The collection consisted of 550 items in the field of library science, paleography, bibliography and the history of printing, libraries, and the book trade. This collection, along with Sharp's other acquisitions, laid the foundation for Illinois' outstanding library science collection.

At the Armour Institute, students were confined to a one-room combined classroom and library, and at Illinois, although the space available for the School was greater, the collection was shelved in the Library School study room. The study room, a commonplace feature of early library schools, was a curriculum laboratory for students. Each student was assigned a desk and fitted with tools of the trade, such as a box for catalog cards. The book and journal collection that lined the walls was chosen to support the instruction of students and the pedagogical needs of the faculty. Turn-of-the-century teachers were not involved in research, at least not of a theoretical nature, and the collection consisted

of practical and bibliographic works. Students and faculty were, of course, able to use other parts of the University Library. For most of the next fifty years, a "study room," similar to the one just portrayed, housed some of the library literature collection at Illinois.

Beginning in 1908 after Sharp left, it appears that for a short time the collection in the study room was considered a "seminar library." Between 1909 and 1911, Florence R. Curtis wrote three annual reports for the "Library School Seminar Library." Miss Curtis is remembered now as the first director of the Hampton Institute Library School and a pioneer in library education for African-Americans, but she was on the faculty at Illinois from 1908 to 1920. The themes of Florence Curtis's reports are the enduring themes of the library school librarian. She reported on efforts to bind and organize the collection, to solicit domestic and foreign annual reports and bulletins, and to acquire non-book materials, in this case lantern slides for Miss Marvin's "Small Library Fittings" class. The books that she mentions acquiring are not library science texts but reference works like the *American Catalog* and the *Catalogue of the Library of the Boston Athenaeum*. The former was purchased for the trade bibliography course and the latter for the cataloging course. She also ordered children's books, including undesirable ones for comparative study. Subscriptions to foreign library journals were a priority. She described a project to reclassify library bulletins according to a local scheme that put all publications from the same library together. This utilitarian scheme, used at Illinois until 1980, continues to provide easy access to the collection. The reports for 1909 and 1910 bustle with activity but in the briefer 1911 report, she is primarily concerned about space shortages that resulted when the study room moved to the west end of the fourth floor stacks.

These fascinating reports, written in library hand, are the only Library School Library reports included in the University Library's reports until 1939. Why were these three isolated

reports written? Was it because of Miss Curtis's personal commitment? As Ernest Reece described her, Florence Curtis was a remarkable woman "ever ready to take on tasks others had neglected" (Reece, 1969, p. 22). Did she volunteer to be the Library School Librarian, or was the Library School collection her assigned responsibility until she received her B.L.S. in 1911? Was she more diligent than her successors, or is there another explanation? Can an explanation for the creation of a seminar library be found in this complaint from an anonymous student about the dominating presence of Library School students in the general University Library's reading rooms:

I spent three hours and a half the other day just trying to get a squint into the "Year Book" for 1902 and a glance at "Who's Who in America," and by actual count seventeen different young women—all with pens and serious looks and pads of paper—were poring over those two interesting volumes as if in search of some single remedy for all the ills of the human frame. (Wilson Archival Materials, 1908)

At that time there was not enough library literature to warrant a subject-oriented departmental library, but Albert Wilson, acting director of the School, may have decided to create a demonstration library to reduce the library school student's use of the reading rooms, but these plans were abandoned, either because Phineas L. Windsor, the new director, did not support the idea or because of space shortages in the library. Reece, who was on the faculty from 1912 to 1917 did not remember a Library School Library but "a large room in the West wing in which each student was assigned his own desk and which contained a small collection of books for reference or daily problems" (Reece, 1969, p. 25).

Under the leadership of Windsor, who had become director of the Library and Library School in 1909, the decade between 1910 and 1920 was one of major growth for the entire University Library, and the library literature collection also grew. By

1924, the study room contained 4,000 volumes and 5,000 pamphlets on library economy and allied subjects. About twenty-five journals of library economy and bibliography, including the leading ones in foreign languages, were regularly added to the collection. Informality distinguished the Windsor years, despite collection growth. The Library School Collection, managed by revisers for the convenience of faculty and as a demonstration library for students, was closed to the public. Revisers, so designated because they helped the faculty correct papers, were the graduate students not unlike graduate assistants in terms of status. In the new University Library building after an interim stay in the south reserve room, the study room and collection moved into room 306. Rooms 308 and 328 also held some of the collection. Part-time, ever-changing librarians, who worked without assistance may have been able to oversee the small collection that moved into 306, but the materials allocation for the School more than tripled in the 1930s and the collection, and the materials purchased at Depression prices grew at an even more rapid rate.

One of the revisers, Dorothy Parrish, wrote an annual report for the collection for 1939-40. In it she intimated that the collection was in disarray. The collection doubtlessly consisted of all of the major monographs in the field, sometimes in multiple copies, at least the current issues of library journals, bulletins and reports, as well as reference works from all disciplines that might be studied in reference courses. Circulation routines were casual and students and faculty must have shelved their own books. Faculty requests to purchase books and journals would have been sent to Willia Garver, the estimable head of the order department, and her department would have taken care of the bookkeeping as well as the ordering. That was how it was done then.

On September 1, 1941, Frances Hammitt became the first full-time Library School librarian. Miss Hammitt's reports, for the two years she was at Illinois, echo the ones written by Florence Curtis thirty years before in their professional zeal and determination. She altered the physical arrangement

of the room, reorganized the circulation system, negotiated nearly 900 library annual reports from Columbia's School of Library Service in order to fill in missing reports, and replaced the author file with a dictionary catalog. Helen Welch (Tuttle), in 1942 when she was a first-year student, reorganized the lantern slide collection. The Library School Library remained part of the study room, but it did maintain regular library hours, except on Sunday. There was no one on duty, however, when the librarian was not there. Although the Library was closed to the public, Miss Hammitt offered some reference service to outsiders. Frances Hammitt left Illinois in 1943. She subsequently completed a Ph.D. at the University of Chicago and was a professor at Western Reserve University Library School before her untimely death in 1950.

In 1943, Robert Bingham Downs, the new director of the Library and Library School, appointed a faculty committee consisting of Professors Marie Hostetter and Anne Boyd to survey the Library School Library and make recommendations for its future direction. Library education was changing. In a few years the bachelor's degree would be gone, and Illinois would offer a Ph.D. degree in addition to the master's degree. Downs wanted a quality research collection to enhance the program. The faculty committee recommended inventorying the collection to look for omissions and weakness; continuing the practice reinstated by Frances Hammitt of collecting annual reports, handbooks, and the like, from individual libraries; and adding subject headings to the Library's catalog. The faculty report, while positive, also disclosed faculty fears that an enhanced library would not be as cozy and receptive to their personal needs as was the present one. They did not want strangers using the collection.

In September 1944, Donna D. Finger, a recent Columbia University graduate, became the Library School librarian. She replaced Elma Anderson, the librarian who succeeded Frances Hammitt in 1943. In that month, the Library School Library also moved from the study room to room 328. For the first time the Library would be supervised at all times

and accessible to faculty and students from other disciplines. The library would move again in 1948, for the last time, back into the former study room. The study desks were no longer needed in the new curriculum, and student lockers were substituted. The library was partially furnished with shelving and furniture from the former undergraduate division at Galesburg. The move into expanded space allowed the collection to increase to 10,000 volumes.

Two collections associated with the Library School Library also moved during the 1940s. The School established a "juvenile collection" in 1905 to support its courses on children's library service. Cramped into a small fourth-floor room of the University Library, the collection, administered by the Library School, was closed to the public. The "juvenile collection," renamed the "S (School) collection," was relocated twice during the decade to make it more accessible and better managed. First it was transferred in 1941 to the 7 day book room and then in 1948 to the Library School Library. Administration of the collection also shifted from Donna Finger to Eleanor Blum, 7 day book librarian, and back again to Donna Finger. The audiovisual rooms, supervised by the Library School Library for several years, were disbanded. The library continued to select and control A-V materials, but a research assistant appointed and supervised by the School was in charge of the equipment. This division of responsibility continued into the next decade after the School established the Demonstration Laboratory, a forerunner of the Learning Resources Laboratory.

Enormous change occurred during the ten years that Donna Finger was Library Science librarian. When she came in 1944, the Library, closed to the public, was a demonstration library run by a single librarian with a small amount of student help. When she left, the Library was fully staffed seventy-four hours per week by the librarian, a professional assistant, and a clerical assistant, and had seventy-seven hours per week of student assistance. A professional assistant was part of the staff beginning in 1947. These assistants, beginning with the first, Betty Ruth Crane, were students in the School.

In December 1950, Arthur McAnally, assistant director for public service, reported to Robert Downs that the Library School Library was surpassed in size of staff only by the Undergraduate, Engineering, and Natural History Libraries and that in the quality and amount of service it offered was exceeded only by the Labor and Industrial Relations Library. He also commented on a subject that had been a source of concern if not controversy for nearly fifty years—"the routing of journals." The Library School Library was the only library on campus to continue the practice. McAnally thought that the system never worked well, and that while a few people benefitted, the system usually broke down. The Library School faculty, however, long accustomed to special treatment in the University Library, found it difficult to give up routing and Miss Finger decided to continue the practice. About four hundred routings were made each month at the cost to the Library of eight staff hours or approximately six dollars. She justified her decision by stating that "an enlightened faculty is essential to a good instructional program, and the library will always review and evaluate its faculty services in that light" (Finger, 1951, p. 4), words for an academic librarian to live by.

Miss Finger was not a member of the Library faculty, but she regularly attended faculty meetings of the Library School and was the secretary of these meetings for several years. She was also a guest lecturer in the school and taught a section of a course that instructed undergraduates in how to use the library and library materials. She wrote abstracts of Illinois dissertations for *Library Literature* and worked with Dorothy Cole, editor of *Library Literature* on a revision of the indexes' subject headings. She left the Library in 1953 to become head of the reference department at Kansas City, Missouri Public Library. (Donna Finger Knutson McPherson currently lives in Champaign.)

In September of 1954, after a short interim during which Billie Hurst was acting librarian, Donna Finger was succeeded by Jo Ann Wiles. Miss Wiles, a 1952 Illinois graduate previously

had been an assistant librarian in the Undergraduate Library. The ten years that she administered the Library were years of stability, growth, and prosperity. Miss Wiles continued and built upon the collection-building and public service of her predecessors. The library had become in all respects a "librarian's library." There were, of course, some problems; the "S-collection," crowded into room 308, was difficult to use; lighting in 306 and 308 was poor; and students, who, then as now, wanted the Library to be open more hours. The "S-collection," as well as its administration, was moved to the Education and Social Science Library but not until September of 1964. After years of nagging, the lights in rooms 306 and 308 were replaced by fluorescent ceiling fixtures; the room was replastered at the same time. In response to student requests, the Library, staffed by volunteer library science students, remained open on Friday night. Journal routing, supervised by the Library's professional assistant, continued to be a major service to the faculty. One of these assistants, Edward G. Holley, was singled out by Miss Wiles for special recognition: "Mr. Edward Holley has been a most superior and exceptional assistant. His organization and supervisory abilities have made a real contribution to the library's operation this year" (Wiles, 1957, p. 5). In 1959, the Library School Library was renamed the Library Science Library, after the School changed its name.

Jo Ann Wiles, following the traditions of former Library Science librarians, participated fully in activities of the School. She met with the core courses each semester to talk about the Library and was chair of the field work committee. She took a leave from October 1, 1961 to January 1, 1962 to work at the Escuela Interamericana de Bibliotecología, a recently established library school at the University of Antioquia in Medellin, Colombia. In April of 1963, she married fellow librarian Dwight Tuckwood and resigned as Library Science Librarian a year later, although she returned to work in the Library for two months in the summer of 1965. In the fall of 1964, she taught the "Selection of Library Materials" course.

Anne L. Corbitt stated that "under Jo Ann Tuckwood the Library School Library was a living example of good service" (Corbitt, 1969, p. 74).

From 1964 to 1969, three librarians, Ruth Spence (1964-1966), Evelyn Johnson (1966-1967), and Donald Lanier (1967-1969) were the Library Science librarians. The three continued the tradition of excellence, but few changes occurred during this time. Don Lanier remembers being Library Science librarian as the best job he ever had, and he has enjoyed them all. He recalls the kindness of the faculty and the appreciation of the students.

The 1970s were a time of disruption and change in the University Library and especially for the Library Science Library. Kathleen Draper was Library Science librarian from the fall of 1969 to 1975. She had worked in the Library School Library in the early 1950s as the clerical assistant and had received her M.S. from the School in 1965. During Mrs. Draper's administration Robert Downs retired in 1971, and the Graduate School of Library Science became an autonomous unit, but the Library Science Library continued to be part of the University Library. In 1974, there was a shortfall in the materials budget that resulted in extensive serial cancellations, especially of duplicates. Because the Library Science Library was a demonstration library, it contained many duplicate reference works. Understandably, when confronted with the choice of canceling unique serial titles or duplicate copies of reference works available in the same building, the University Library chose to cancel the duplicates. The Library Science Library was no longer a demonstration library.

The Library continued to suffer from a shortage of space. Mrs. Draper had rearranged rooms 306 and 308 in the fall of 1969. Room 308 became office space and the entrance to the library, and the double doors to 306 were closed. Several other plans to increase space, such as closing off the hallway, were proposed but none was implemented. Mary Pillepich became the Library Science librarian in October

1975. She came to Illinois from the Advanced Studies Program of Denver's Graduate School of Librarianship.

The University Library automated cataloging in 1975 and circulation in 1977 and 1978. These automation projects had a direct effect on the day-to-day operations of the library. Another technology, photocopying, was also affecting library operations. The ability to photocopy changed the nature of reserve collections, and the passage of the Copyright Act of 1976 created confusion and anxiety about their management. In 1979, the Graduate School of Library Science moved from the third floor of the University Library to the fourth floor of David Kinley Hall. The Library Science Library remained in room 306-308 because David Kinley Hall could not support the weight of the library's collection. Physical separation of the library from the School meant a loss of the convenience and intimacy that had been traditional. One positive result of the move was that the Library Science Library acquired the office space and classroom that occupied both sides of the hallway to the Library.

I became the Library Science librarian in January of 1981, after what Bob Delzell once called a "checkered career" in the University Library. A 1957 graduate of the School, I had worked in seven different libraries or departments of the University Library before I became Library Science Librarian. Becoming Library Science—soon Library and Information Science—Librarian was an exciting opportunity and challenge. The materials budget was too low, library hours inadequate, and the Library was in poor condition from water damage caused by a leaking roof. The University Library under the leadership of Hugh Atkinson supported improvement of the materials budget, as well as the addition of library hours and other services, and since university librarians, as faculty members, were now engaged in research and publication activities that greatly expanded their use of the Library and Information Science Library, there was justification for this support. In 1981-82 the Library received an increase in the materials budget of 23%, and there have been continued

increases in subsequent years so that in fiscal year 1992 the budget is more than double the fiscal year 1980 budget. Increased allocations were used to establish a standing order for doctoral dissertations in Library and Information Science on microfiche from University Microfilms International and to otherwise strengthen research aspects of the collection. Special efforts have been made to acquire inexpensive and useful but not widely distributed reports and documents. Acquisitions of annual reports again became a priority. Hours were extended over the next two years and by spring of 1982, the library was open during the fall and spring semester for 82 hours a week.

Repairs were made on the walls of the Library and the rooms were painted white in 1981 instead of green. This new color was as welcome in 1981 as was the last paint job in 1951, when Donna Finger happily announced that the library was "now a very inviting green in color" (Finger, 1951, p. 6).

Although the separation of the School from the Library is a problem, technology has reduced some of the barriers to service. In the fall of 1980 a "current contents" service was begun to replace journal routing. Photocopied contents pages from journals are mailed to faculty. In 1992 contents pages of 115 journals were sent to 120 library users. From the mid-1980s onward newsletters, not indexed, have also been routed and this has been a valued, trouble-free service. Through the use of the University Library's online catalog, faculty can check out books and have them sent to their offices. In addition, I use electronic mail to notify faculty of new books in their fields. The Library's acquisitions list appears online, as well as in paper.

Back in 1961, Jo Ann Wiles stated that the "library was pleased (ecstatic) to receive in October [1960] a gray Royal Standard typewriter with elite type" (Wiles, 1961, p. 4). Twenty-four years later the library acquired an IBM personal computer, and this acquisition made many things possible. I am able to search library literature online and to offer

online searching to the Library's patrons. The Library also has library literature on CD-ROM.

The eleven years that I have been Library and Information Science librarian have passed quickly. I am involved in the activities of the School, just as my predecessors were. As a department affiliate, I occasionally teach an introductory course, and I regularly attend faculty meetings of the School. Staffing of the library has changed over the years, and two support staff and a graduate assistant now work with me in the Library. I am fortunate to have worked with outstanding graduate assistants and many excellent staff. Two members of the staff, Johnna Holloway and Donald Ellinghausen, received master's degrees from the School, and the two current members, Sandra Wolf and Melissa Ritter, are also planning to pursue careers in librarianship. Ms. Wolf has already completed many courses toward her degree.

There have been occasional problems such as the financial difficulties of these early 1990s, but I have every hope that the Library and Information Science Library will continue to be the home of one of the great Library and Information Science collections into the twenty-first century.

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6 TO BECOME WELL TRAINED AND WELL EDUCATED

Technical Services Education at the Graduate
School of Library and Information Science

KATHRYN LUTHER HENDERSON

As I was engaged in the research for this article, much of what I found became very personal to me. I discovered I knew or knew about many of the persons who have contributed to technical services education in this School. Can one write a history when one has been so intimately involved with that history? Such was the question I asked a noted historian as we each worked on our respective projects in the University of Illinois at Urbana-Champaign Archives. He thought one could and surmised that it would be both easier and harder to write an honest history under such circumstances. This is as honest a history as I can write. If it becomes personal, it is because personal recollections seemed to illuminate the article in ways that are not documented in other sources.

Our Father who art in heaven hallowed be Thy name, Thy kingdom come, Thy will be done on earth as it is in heaven. Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us, and lead us not into temptation but deliver us from evil for Thine is the kingdom, the power, and the glory, for ever A-men.

Five minutes

Our Father who art in heaven hallowed be Thy name, Thy kingdom come Thy will be done on earth as it is in heaven. Give us this day our daily bread & forgive us our trespasses as we forgive those who trespass against us, & lead us not into temptation but deliver us from evil for Thine is the kingdom, the power & the glory for ever A-men.

10 Minutes.

Margaret Mann.

DEFINITION AND APPROACH

In his presidential address at the Conference of Librarians in 1891, Samuel Swett Green, librarian of the Free Public Library in Worcester, Massachusetts, included this statement: "If a library is to do really good work, librarians must not only be well trained and have technical knowledge, but they must be well educated" (Green, 1891, p. 4). Green's sentiment was echoed by the University of Illinois: "It is the purpose of the University to graduate librarians who are not only trained, but educated; librarians who are not only equipped in technical details, but filled with an appreciation of their higher calling to furnish 'the best

reading to the greatest number at the least cost'" (*Catalogue of the University of Illinois, 1897-98*, p. 132). In preparing the students of the University of Illinois Library School for work in the technical services or to make use of the technical services in public services, attempts have been made to both train and to educate them.

The term "technical services" did not come into being until the 1930s and its boundaries have been fluid. For purposes of this article, technical services will be defined as including cataloging and classification, acquisitions, binding and preservation, and serials management. Book selection will not be included per se. Each of the subjects included has been covered from 1893 in some degree at some time in the School's history but not always in the same depth nor always as separate courses. One must view these courses in relation to the time in which they were offered, the content of the rest of the curriculum, the needs of the profession, the technology that existed, the instructors, and the instructional methods and materials. Only some highlights and general observations can be made for such a long history.

THE COURSES

Cataloging and Classification

The mainstay of the technical service-related courses (a part of the curriculum every year of the School's existence) have been courses related to cataloging and classification. The two have been often included in the same course; at other times they have been separated or included as parts of other courses.

The first decade of the School illustrates the blending together of several aspects of librarianship into one course. At the Armour Institute of Technology, numerous short courses were given with separate credit for each, but, with the move to Urbana, the courses were combined

or extended to accommodate the local system of credits (*Report and Student Records, 1893-1903*, p. 11). The following discussion of the first decade of the School as found in the *Report and Student Records, 1893-1903* indicates the general content (although order of presentation varied) of "Elementary Library Economy" which met daily throughout the junior year. The course tried to follow the logical process of library operations, so it began with selection and ordering (see Acquisitions section in this article for further details).

After the order unit came 10 lessons on accessioning using Dewey's *Library School Rules*. Standard accession sheets were filled out for 25 books. Treatment of duplicates, gifts, government documents, serials, and second-hand materials was also studied (p. 11). The next area studied was classification. Twenty-five lessons using the *Dewey Decimal Classification* required the students to classify 10-12 books each day. By the end of this unit the students had classified 200 books and assigned book numbers to them (p. 11). (I hope the students in my courses who complained about a much lighter load will read this!)

"Shelf" occupied 12 lessons again using *Dewey's Library School Rules*. Each book was entered on standard shelf list sheets and cards. The book items were arranged on shelves and the arrangement for pamphlets, boxes for magazines, maps, clippings, and newspapers were considered (p. 12).

Next came 45 lessons on "Cataloging." The emphasis at first was on the classed catalog because the Armour Institute had such a catalog and the students could practice using it, but the dictionary catalog was also studied. Libraries at this time were completing the change to dictionary catalogs and most students were employed by libraries using dictionary catalogs; Armour also changed to the dictionary catalog to afford practice for the students. When the move was made to Urbana, the catalog there was in dictionary form, offering ample opportunity to

study and use that format. In those years, the tools used in addition to the *Library School Rules* were Charles A. Cutter's *Rules for a Dictionary Catalog* and the American Library Association's *List of Subject Headings*. Each session emphasized some basic principle of cataloging and, after class, eight to ten books that illustrated the principle were cataloged. Eventually the student had a complete card catalog illustrating the principles (p. 12). (The practice of making one's own sample catalog continued for many years. I still have my sample catalog from my cataloging course in the late 1940s.) One problem with this approach of introducing a particular problem and concentrating on it (e.g., works under editorial direction) was that the bibliographic condition was already identified for the student. Such a practice was still in existence when I was a student, a practice that I found less than challenging. I have attempted to make this a more challenging problem-solving activity in my teaching, a process helped along by the reorientation of cataloging codes toward identification of bibliographic conditions rather than having specific rules for almost every possible condition.

"Loan, Binding, General Information and Library Handwriting" completed the beginning "Library Economy" course. Advanced library economy courses in that era included comparative studies of cataloging codes and of classification schemes (pp. 13-14, 16).

From studies made in the 1920s, we form the opinion that work in the formative years of library education was almost entirely of a practical nature and devoid of consideration of principles and issues. Such was not always the case. One is surprised by the similarity of the issues that were considered by the profession and in classes then and now. An exam in 1893 asked the students to note some of the advantages and disadvantages of the card catalog (University of Illinois Library School, 1893). Discussions in beginning cataloging classes still

often center on that basic question, we've just added a few more types to consider: book, COM, and online catalogs. In 1895 students were asked the object of subdividing a subject and to illustrate how country subdivisions could be expressed (University of Illinois Library School, 1895). In the spring 1991 advanced cataloging class (LIS 408) the students responded to the call of the Library of Congress for comments on four position papers concerning subdivision practice in the Library of Congress subject headings. The junior examination of December 1896 asked for the most convenient way of keeping records of the headings and references used in the dictionary catalog (University of Illinois Graduate School of Library and Information Science, December 1986). Present-day students ponder the use of authority records, an important component of the effective online catalog. Students in the advanced library economy class of 1897 were asked to discuss the general principles that should govern the relative fullness of author and subject cards in bibliographic and descriptive particulars (University of Illinois Library School, 1897), a question that current students consider in relation to screen design and record content in online catalogs. (This question may receive wider attention as keyword searching on additional fields in catalog records becomes more prevalent.) The same 1897 class wrote directions for using the dictionary card catalog for persons who know nothing about its use and purpose; today we call this bibliographic instruction, a need for which has been exacerbated by the complexity in structure of online catalogs, and we ask our students to prepare instructional units for online catalog users.

Along with other curriculum changes, the 1910-11 school year introduced changes for cataloging and classification by separating them into individual courses at the introductory level, a pattern which was to continue for almost 35 years; however, at the advanced level,

cataloging and classification were combined into one course (*Annual Register 1910-1911*, pp. 21-22). In the 1935-36 school year the advanced courses also separated into the two parts (*Annual Register 1935-1936*, p. 308). During the period of separation, it is interesting to note that coverage of subject headings moved from the classification to the cataloging course and vice versa from time to time. In 1935-1936, a brief study of the Library of Congress classification scheme was first introduced into the beginning library curriculum (*Annual Register 1935-36*, p. 308). The coverage of Library of Congress classification remained brief for some time although it eventually gained "equal time" with Dewey.

At the January 30, 1941 faculty meeting, the School's new director, Carl White, announced that a Carnegie Corporation award of \$2,000 had been granted to the School in anticipation of its fiftieth anniversary for a study of the objectives and aims of the School (Minutes of faculty meeting, January 30, 1941). At this time there was a great deal of discussion centered around practice versus theory in library school curricula. The general consensus of the Illinois faculty expressed at the November 25, 1942 faculty meeting was that there was a place and need for techniques and practice but these should depend upon and be clearly related to basic principles (Minutes of faculty meeting, November 25, 1942). A totally practical approach was thought to be shortsighted if the School was to prepare students for careers and not just for their immediate jobs; however, the issue was further complicated by the employers' preference for people who could begin work at their particular positions at once rather than for those who were only trained in theories and principles and not ready for immediate practical applications. This tension has never really left library education, especially in relation to technical services positions.

The Carnegie grant report, made by investigators John Dale Russell, Andrew D. Osborn, and Keyes D. Metcalf, did, however, compliment the teaching of cataloging noting that "Illinois has made an enviable record in the teaching of one of these techniques, namely cataloging" (Russell, 1943, p. 3). The researchers felt this tradition could be carried on with the changed emphasis on processes and administration. Although future catalogers would not be as well *drilled* in the matter of small details, they would be more competent because they would understand better what they were trying to do when they cataloged a book. They would also be better acquainted with the principles of cataloging and increase their sense of values and flexibility (Russell, 1943, p. 3). Cataloging instructor Ethel Bond took exception to the investigators' perception that the courses emphasized details and drill over theory and principles, indicating that the latter aspects *were* covered in the Illinois program (p. 5). But she should have felt vindicated as the survey team admitted that cataloging had been largely responsible for the good reputation of the first year program at Illinois (Russell, 1943, p. 87).

One of the recommendations of the survey group had been to combine, into one course, cataloging and classification, heretofore separated. The November 3, 1943 faculty meeting minutes record the objections of Bond to such a move: one subject would be neglected in favor of the other; it would be difficult to obtain instructors for the summer session willing to teach both; at the Library of Congress, classification and cataloging work is performed in two departments; students do different quality of work in the two areas and grades would differ; and, finally, it would be difficult to cover all the content in one course (Minutes of faculty meeting, November 3, 1943). But Bond lost that "round" and in 1944, cataloging and classification were combined at the beginning level into one course, a practice that

still continues (*Annual Register 1944-45*, p. 319). Also continuing is the practice of including nonbook materials as part of cataloging courses.

In fall 1948, the School began to offer a master's degree as its first professional degree. University requirements at that time called for some undergraduate work in library science before enrolling in the master's program. "Organization and Operation of Libraries II," one of four required undergraduate courses, was mainly concerned with the organization and arrangement of library materials with emphasis on cataloging methods and classification schemes. "Cataloging and Classification" I and II continued the work begun in the core course, but were not required (University of Illinois Library School, 1948, p. 5).

Some two decades later the faculty began a complete curriculum review and, by September, 1972, the four core courses were superseded by a two-unit, required, team-taught "Foundations of Librarianship" course that introduced to each student the conceptual framework of librarianship by giving an integrated overview of the theory and philosophy of library service while showing the interrelationship of all facets. In meeting this objective, the course introduced technical services in general, as well as acquisitions and cataloging as parts of the framework of librarianship. The emphasis was on the catalog as a tool and its background, history, tools, and principles rather than on practical work. (At last, I had an opportunity to express to students *why* we catalog before they cataloged!) Walter Allen, Donald Krummel, Rolland Stevens, and I constituted the first team.

Over time, the foundations course took many different approaches including directed independent study. Toward the end of the 1970s, some faculty sensed a serious erosion in the coverage of reference and cataloging. Emphasis on these areas was strongly influenced by the foundations course instructors and their interest

in or knowledge of the subject matter. In fall 1982, the general aspects of the foundations course became a required one-unit offering; separate half-unit, five-week courses in both reference and cataloging services were also required. This arrangement continues. Emphasis in the cataloging course remains the same as in the integrated foundations course and is a prerequisite to elective cataloging and classification courses.

Beyond the introductory course and the two cataloging courses for master's students, advanced courses have been offered from time to time, but these have now disappeared. One of the four doctoral seminars first offered in 1978, "Bibliographic Organization of Information and Library Materials," includes some discussion of cataloging and classification.

There have been special course offerings in cataloging and classification from time to time. From July 17 to August 12, 1967, Seymour Lubetzky offered "Cataloging: Purposes, Problems and Principles," which was essentially a course on the newly revised *Anglo-American Cataloging Rules*, first edition (*AACR1*). Lubetzky covered the theoretical consideration behind the rules as well as the transition to the new code. This course attracted many local students as well as students from throughout the United States and Canada. The next summer, Mary Piggott, a library science educator from England, taught courses on the history and development of the catalog. Both educators were members of committees that led to *AACR1*. Having met them during code revision sessions, it was one of the highlights of my career to share an office with them while they were at Illinois.

Acquisitions

After covering the lengthy and pervasive history of cataloging and classification, the history of the teaching about acquisitions is noticeably less extensive. This seems to be not only a product of the Illinois curriculum

but indicative of the coverage of acquisitions in most library schools. At Illinois, acquisitions has usually been included as part of other courses. In the first decade of the School, "Elementary Library Economy" included fifteen lessons on ordering to emphasize the general principles of book-buying including American, English, French, and German trade books. Assigned some 25 items, the students verified and prepared orders (University of Illinois State Library School, 1903, p. 11). In 1910, a new course combined ordering, accession and shelf work and included the order department records and routines, book-buying, publishers and discounts, copyright, serials and continuations, gifts, exchanges, duplicates, the accession book and its substitutes, the shelf list and its users, and the care of clippings, maps, etc. (University of Illinois State Library School, 1911, p. 21). Trade and subject bibliography were two different courses—where to place bibliography was a point of much discussion in those days. During curriculum revision after the Williamson report in 1923, trade bibliography was combined with the course "Order, Accession and Shelf" which gave up "shelf" and "alphabetization" to cataloging and classification courses.

In the 1938-39 school year, after numerous complaints for many years about the order course, it was decided to distribute the three hours originally assigned to it to administration, reference, and book selection courses with the respective courses receiving relevant aspects of the earlier course (*Survey of Faculty Curriculum Study*, 1940, pp. 6, 10).

The study sponsored by the Carnegie Corporation for the School's fiftieth anniversary noted that Illinois' course in the routines of order work had not been given since 1936-37 but a course in book buying was still in the second-year curriculum. Since library school graduates should do professional, not clerical, tasks which make up the major part of an order department's

work, the recommendation was that the School should give up emphasis on library techniques and teach from a broader professional point of view. The students should learn the processes as distinct from techniques to sense actual working conditions and to grasp the elements of administration. It was recommended that the course "Book Buying for Large Libraries" be dropped and that, in a seminar in library administration, attention be given to allocation of funds, choice of agents, selecting books from second hand catalogs, etc. (Russell, 1943, pp. 2-3, 6). Courses in book buying continued until the late 1940s when curriculum changes were effected; then the content moved more in the direction of selection of materials rather than their acquisition. At various times, administration courses for special types of libraries such as "Service in Special Libraries" taught by Gwladys Spencer of the Library School faculty and "Organization and Management of College and University Libraries" taught by Arnold H. Trotier, director of technical services in the University Library, included sections on acquisitions (Course materials, Library Science 73 and 71, 1946-47). "Library Administration" and "Organization and Management of Public Libraries" taught by Herbert Goldhor in that same era also covered acquisitions (University of Illinois Library School, 1947-48) for those students who already possessed a master's degree and those in the newly instituted doctoral program. "College and University Library Problems" included a unit on acquisitions and processing which considered policies, procedures, allocation of funds, records (which now included punched cards!), cooperative buying and cooperation with public services, resource surveys, and photographic activities. Serials and binding were also covered (University of Illinois Library School, 1949-50).

Under the core courses in the 200-numbered series offered in the 1950s and 1960s, acquisitions, binding,

and photographic services were considered as part of LS 204, "Development and Operation of Libraries" (*Course materials, Library Science 204, 1957, 1964-65*). The foundations course, which began in fall 1972, included a unit on acquisitions for a number of years, but such a unit is no longer included.

The elective technical services functions course introduced in 1981 includes a unit on acquisitions. Issues related to acquisitions, relations with vendors, the effect of automation on acquisitions, and the relationship of acquisitions to public and technical services are studied rather than in-depth coverage of the routines of order work which are likely to vary from library to library. Usually both monograph and serials vendors visit the class.

Binding/Preservation

Binding, still the backbone of library preservation, was a part of the library economy courses in the School's early days. Students in 1897-1901 were asked to discuss approved principles of library binding, prepare binding slips for books being sent to the bindery, and consider whether or not it would be advantageous for a library to have its own bindery (University of Illinois Library School, 1897-1901). Although preservation as such was not mentioned in the early days, considerations were made of the most effective and safe way to mechanically prepare materials for the shelves including proper opening of a book and cutting untrimmed leaves—all topics that Florence R. Curtis included in her comprehensive "Instructor's Notes for Library 16 Order, Access, Shelf" dated July 14, 1914. Also included were instructions for preparation of unstitched periodicals by sewing with linen thread or, for thick serials, pinning with a newspaper pin. Loose plates could be attached with McGill adhesive cloth fasteners. (In the archival materials a sample of the fastener, still in very good condition, can be found illustrating the preservation principle of keeping materials in the dark!) Springback, Bradley, and Boston binders

are also mentioned (University of Illinois Library School, 1893-1919).

For much of three decades (1920s-1940s), Josie B. Houchens, the University's binding librarian (also for some of her almost forty years as a librarian at the University, its personnel librarian), taught elective courses related to binding. A section on binding was part of a course known as "Printing and Binding." (For some of the time, "Indexing" was a part of the course title but this word was removed in 1933, since that area was covered in reference and cataloging courses [Minutes of faculty meeting, November 17, 1933].) In the University Archives can be found notes from a course that included binding. Although undated and unsigned, internal evidence from studies and sources cited would suggest that the notes originated sometime in the 1920s and, judging by the depth of information given, were probably from Miss Houchens. Students learned from the assignments and lectures to identify parts of books and types of bindings, the advantages of different types of leather and buckram, specifications for library binding, and tests to perform in order to determine a well-bound book. While there are hints of preservation here, this word does not appear in the notes (University of Illinois Library School, 1913-21).

The study financed by the Carnegie Corporation recommended that the practical course in printing and binding be replaced by a course in the history of books to be required in the first semester (Russell, 1943, p. 3). In that course, increased emphasis on "care and preservation" appears in the outline and reading list for the binding section which Houchens taught in the second semester of the 1948-49 school year. The reading lists illustrate that preservation is appearing in the title of books and articles but still binding appears to be at the heart of the course (University of Illinois Library School, 1948-1949).

Little attention appears to have been given to binding or preservation for several decades except perhaps some mention in administration courses. By the 1970s, and certainly by the 1980s, preservation became an increasingly pressing concern for librarians, at first for academic librarians only, but recognized by the 1990s as a concern for all types of libraries. Beginning in 1981, those enrolled in the technical services functions course have had an opportunity to study basic issues in preservation including paper and nonbook preservation problems, deacidification methods, and disaster prevention planning.

In the 1980s several special summer course offerings on preservation were given by Paul Banks, Carolyn Clark Morrow, and Michèle Valerie Cloonan. The first regular full semester offering of Preservation of Library Materials, developed by William T Henderson (preservation librarian of the University Library) and me was offered in the fall 1988 semester. The course aims at raising the preservation consciousness of librarians and covers a full range of preservation issues: book structure, paper deterioration, binding, prospective and retrospective preservation, nonbook preservation and administrative issues.

Serials Control

Like Acquisitions, the coverage of serials has been a part of a number of other courses rather than being developed into separate courses. Courses in selection and ordering, binding, and especially cataloging have covered serials issues. Since 1981 serials control has been included as part of the technical services functions course.

Technical Services Functions

In 1981, "Technical Services Functions" was added to the curriculum, ironically at a time when it seemed as if the profession were about to eliminate technical services departments in libraries. Since that time, however,

the technical services *functions* have continued to increase in importance as these functions often became the first to be affected by library automation. This seminar, offered first to a group of nine students, has continued to attract an increasing number of students, many of whom do not plan to become technical services librarians but who are interested in working effectively with technical services personnel and with integrated library systems. The areas covered in this course include the technical services in general, preservation, acquisitions, and serials control and management. Practicing technical services librarians are frequently invited to some class sessions as are vendors from book jobbers and serials subscription agencies. At this writing, I have been the only one to teach this course.

PRACTICAL TRAINING AND OBSERVATION

The relation of practice to theory and principles has been an important component throughout the history of education for librarianship. How the practical work has been offered has varied from time to time. Most consistently, it has been included in individual courses, particularly in cataloging and reference sequences, and later in courses such as online searching. However, many other methods have been used as has been common in most library schools.

To Katharine Sharp, practical experience was a very important component of the educational experience, not just to the students but to the teachers. In correspondence with J. I. Wyer, Jr. of the University of Nebraska on May 6, 1902, Sharp wrote:

No member of our Library school faculty gives entire time to the school as distinct from the library, because we do not believe in that policy...I have always maintained that teachers in the Library school should be engaged in some practical work in the library

to prevent their becoming theoretical...Our strong belief on this point was one of the reasons why we did not move our school to the University of Wisconsin, because there our faculty would have been merely a teaching body, and we feel that it would have been disastrous to the practical nature of the instruction. (Sharp, 1902)

The dual role for Library School faculty did not continue, although the appropriateness of faculty having recent practical experience would often surface again. By 1928, Williamson cited the University of Illinois as a school that did have full-time library school faculty members (Williamson, 1928, p. 43).

Margaret Mann, in summarizing the work of the early years, noted the apprentice or practice work of the students which took place in the Armour Library (Mann, 1943, p. 17). Such work involved mending books, filing cards, reading shelves, accessioning materials, order work and cataloging. Obviously these are primarily technical service-oriented responsibilities that continued in the curriculum after the move to Urbana, for Mann is listed in the *Catalogue of the University of Illinois* for 1897-98 and 1898-99 as being responsible for "Elementary Apprentice Work," where "a laboratory for the mechanical preparation of books for the shelves is fitted up in the stack room, and here each student is given practical work each week." Each student was assigned to a library staff member "thus learning many points which cannot be given in the class room" (*Catalogue of the University of Illinois*, 1897-1898, p. 204). Mann was also responsible for "Advanced Apprentice Work" which required independent technical work in the University Library and in the public libraries of Champaign and Urbana (*Catalogue of the University of Illinois*, 1898-1899, p. 227). This work engaged the students in the following technical services activities: accessioning; care of gifts, duplicates, and periodicals; binding;

classification and cataloging of government documents; and revision of the cataloging of the junior class. Until 1926, members of the senior class were sent to various libraries throughout the country for one month of practice and experience (*Annual Report*, 1926-1927, p. 8).

Some of the most interesting records of the School are those relating to inspection trips which were an important part of almost every student's course of study from the beginning of the School through 1948. Locations differed, as did the libraries and businesses visited and the mode of transportation used, but the main objective—allowing the student to see in practice what he or she had been studying in class—did not differ. Amelia Krieg explained the objectives to Dean Herbert S. Hirshberg, School of Library Science, Western Reserve University, as being to "show the student the theories he has learned in active operation in as many different types of libraries as possible" (Inspection trip files, 1935). As she wrote to Edward McGrail, National Publicity Officer of the American Legion, Krieg also saw the trips as a means of defining for the student "exactly the kind of library position" he or she would eventually like to have (Inspection trip files, 1940). So, through good weather and bad; through times of war and peace; through prosperity and depression; the inspection trips (with only a couple of exceptions) continued as a popular means to learn about libraries as well as a time-consuming exercise on the part of those responsible for arranging them.

In summarizing the first decade of the School, the State Library School *Report and Student Record, 1893-1903*, (1903) indicated how important the inspection trips were to the total instructional scene. When the School was in Chicago, one visit was made weekly in the spring semester. Students were usually given guidance in their observations and class discussion followed each visit. The junior visits in June, 1897 called for reports that would explain in detail the catalog department

of the John Crerar Library, the Rudolph Indexer, the systems of classification used in each library, and the five approved principles of library binding with mention of the libraries which observed or violated them (*Course materials*, "Library 17 and 1," 1893-1901). After the move to Urbana, a trip to Chicago, lasting a week or ten days, was made each spring with the entire time devoted to library visits. At first the students divided into committees with each responsible for detailed reports on one department of all the libraries visited. The results were unsatisfactory because the students tended to magnify details at the sacrifice of the broad view. Later, before the trips, students examined reports from the libraries and devoted their time at the libraries to more general observations. Better results were claimed (*Report and Student Record*, 1893-1903, p. 17).

As the Chicago trips continued and library conditions changed, students were required to observe technical service-related areas such as storage; loan desks and furniture; charging systems; the classification system used; the care of public documents; the heating, lighting, and ventilation; plans of the building; the use of LC and other printed cards; children's work; floor covering; newspaper files; periodicals; bindings; and collections (Inspection trip files, 1908).

Many sites in Chicago were visited almost every year: the Chicago and Evanston public libraries, Northwestern and Newberry libraries, Library Bureau, Ernst Hertzberg & Sons (a bindery), and A. C. McClurg (book wholesalers). It is obvious that the intent was to include several types of libraries; later school and special libraries were added to the itinerary.

Beginning in 1916, and usually in alternate years, other towns and cities were substituted for Chicago trips along with multiple site visits on any one tour. Some years there were two or three alternate trips to accommodate larger school enrollments. Among the

alternative locations were Decatur, Jacksonville, and Springfield, Illinois; St. Louis; Indianapolis; Cincinnati, Cleveland, Dayton, and Toledo, Ohio; Bloomington and Rockford, Illinois; Madison and Milwaukee, Wisconsin; and Kalamazoo, Ann Arbor, and Detroit, Michigan.

Even though sites were often visited over and over again, the School never seemed to outlive its welcome. Many letters in the inspection trip files praise the demeanor of the students and their perceptive questions. The archival files include pictures and articles from local newspapers documenting these visits. In 1932, Cincinnati's Safety Department even provided a traffic officer to escort the buses conveying the students from place to place (Inspection trip files, 1932).

An undated, unidentified clipping from a Springfield, Illinois newspaper carried the provocative headline "Alone in a Wilderness of Co-eds, College Professor Pilots 35 on Tour Here." The professor was noted as the only male, there being only one male student in library science that year—perhaps too intimidated to go on the field trip with all those females (Inspection trip files, box 1, no date).

The visits seemed to mean as much to the librarians and vendors as to the students. Maud Mitchell, librarian at Milwaukee-Downer College, wrote to Amelia Krieg, assistant director of the Library School, that "having library school students with their enthusiasm come to an isolated library such as ours helps to renew one's faith in the cause." Margaret Reynolds, librarian at First Wisconsin National Bank of Milwaukee, wrote to Krieg of the "thrill it gives me to have you once again come to visit this child of mine and to see a wee bit of our splendid organization" (Inspection trip files, 1934).

These women shared the enthusiasm that had been expressed two years earlier by Edward A. Henry, director of libraries, University of Cincinnati in writing to Krieg: "Of course, times are a bit strenuous and a little work

is involved in entertaining such a group, but they are all so generously appreciative that it is a real joy to have your classes visit us. We would feel quite disappointed if you should leave us out of the future schedules" (Inspection trip files, 1932). The same sentiment was expressed by M. L. Raney, director of the University of Chicago Library, to Phineas L. Windsor in: "Of course, bring on the Library School whenever you want to. Why raise the question? It's an old custom and a very welcome one to us" (Inspection trip files, 1931).

As the University of Illinois Library had no in-house bindery, it seemed logical to include a bindery on most inspection trips. In Chicago, the Hertzberg Bindery was most generous in giving of time and also in providing refreshments! (I still remember the lovely tea table arranged for the visit of my class on March 24, 1948.) From at least 1903 to date, this firm has educated library school students in the art of binding. When the 1931 faculty tour leader, Ethel Bond, wrote to Edward Hertzberg, she noted that the talk on "rare printing and beautiful bindings" was "informational" and "inspirational." On that trip each student was given a small handmade leather purse with a dime in it (Inspection trip files, 1931). That Hertzberg visit inspired the major portion of a poem by Marion Phillips, only part of which is included here:

*Large libraries, small libraries,
Books and bookshops many saw they.
Everywhere a welcome waited,
Everywhere a welcome cordial,
But no greeting was more hearty
Than the day they went to Hertzberg's.
There they saw some books most
precious
Books in bindings rare and lovely,
Saw the artists works in leather,
Saw the products of their handcraft.*

*And to each of them was given
A souvenir to carry with her
But the kindness there shown them
Could not ever be forgotten.
Then they left the lakeside city
Journeyed home then to Urbana,
And to all their friends related
Of their days spent in Chicago.
And the morning spent at Hertzberg's
And the kindly friendship shown them
Is a high point in the story,
Is a day sweet to remember.* (Inspection trip files, 1931)

The visits continued to the Hertzberg firm after part of its operation was moved to Jacksonville, Illinois. When on April 11, 1940 Amelia Krieg expressed her gratitude for continued cooperation (Inspection trip files, 1940), she could not have imagined that a half-century later the School would still be grateful to the firm. Since 1988, when the "Preservation of Library Materials" class was initiated, the Hertzberg New Method Bindery has hosted an extensive tour for the students enrolled in that course.

During the inspection trip era, if available, binderies were also visited when trips were made to cities other than Chicago or Jacksonville. One student, Paul Beck, reported to Director Krieg that the faculty leader "had trouble tearing us away from the National Library Bindery [Cleveland]" (Inspection trip files, 1940). The in-house bindery of Ohio State University was visited in 1941 (Inspection trip files, 1940). From student reports, it can be determined that mending and local repair operations were frequently the subject of observation on the trips and elicited a great deal of interest. The end of the inspection trips came in 1948. (Incidentally, I was on that last trip but to my knowledge did nothing to cause the demise of the field trips as they had existed

for half a century. Rather to be expected was that my required report was a comparison of cataloging and classification in the libraries visited.)

In keeping with the general trend in library education, the fifth-year second bachelor's degree at Illinois would from that time forward be a master's degree. In the early 1940s the study funded by the Carnegie Corporation recommended some training in the field of at least two-weeks' duration. If this sounds reminiscent of earlier days, it is because it was a rebirth of an earlier practice that the Graduate School faculty of the University had asked to be discontinued because of its exceedingly practical nature. To overcome that objection, the consultants suggested setting up a program under the supervision of the regular Library School faculty rather than of the field supervisors (Russell, 1943, pp. 78-80). Following a period of extensive study of the curriculum, a number of changes were made in regard to practical work.

At the April 20, 1948 faculty meeting, Herbert Goldhor, chair of the committee on the laboratory library, presented a tentative outline for student practice work. The objectives were to (1) introduce the students to the basic routines of library work, and (2) give the student a chance to apply at a subprofessional level certain portions of what was learned in class. The report proposed 48 hours of such work over 9 months time of not less than 3 hours each—all for no credit, but required for a degree. The public library work would be performed at the Urbana Free Library; the college and university work at the University of Illinois Library; and school work at University High School Library. The faculty voted to proceed along these lines (Minutes of faculty meeting, April 20, 1948). At the May 20, 1948 faculty meeting, the term "field work" was chosen to avoid comparing this type of work with the former "practical work" (Minutes of faculty meeting, May 20, 1948).

Technical service units in the field work program in the Urbana Free Library involved filing cards, serials and order work, cataloging, and adapting printed cards. Similar patterns were followed in other participating libraries. In the University Library, binding was added to the above units. Explicit routines were prepared by librarians who also revised the students' work (Course materials, "field work").

In 1953, the Urbana public library was no longer used for field work due to the cessation of reimbursement from the University for its services. In the University Library some components of field work, especially cataloging and acquisitions where constraints of time were felt, were not going as well as had been expected. Binding was reported to be going well (Minutes of faculty meeting, October 29, 1953). Although the field work in these areas continued, adjustments were made in the schedules. Still, a common request from students was for more practical work with less observation and fewer lectures (Minutes of faculty meeting, field work report, 1956-57).

In 1956 the faculty resurrected the idea of out-of-town inspection (now called field) trips (Minutes of faculty meetings, May 7, 24, 31, 1956). In 1957, a one-day field trip to Chicago to visit McClurgs, Krochs, and Donnelleys to get an introduction to book production and binding was finalized (Minutes of faculty meetings, April 2, 1957, September 19, 1957, October 24, 1957). In spring 1960, a trip was planned to the Decatur Public Library to "observe their use of machines"; the trip continued on to Jacksonville to the Hertzberg New Method bindery (Minutes of faculty meeting, March 10, 1960). Meanwhile some courses in school librarianship and audio-visual services were taking their own field trips which were generously opened up to others.

Eventually, field work began to wane in popularity among the students. At the same time, the School's

administration was finding field work very difficult to administer. The admission that the program had not worked out as planned soon followed. The core courses were to be reviewed to search for substitute methods of gaining experience. Summer school 1960 would conclude field work sessions of this vintage of practical work (Minutes of faculty meeting, May 19, 1960).

On January 9-11, 1964, the faculty met to review the four core courses. In reviewing LS 204, "Development and Operation of Libraries," Frances Briggs Jenkins suggested a laboratory component to complement other aspects of the course by giving the students actual experience in library routines. Mrs. Jenkins believed that the profession wanted new graduates to have some practical experience before their first jobs. Even in 1992, this requirement or desired qualification seems to be frequently found in technical services position announcements. A fall 1991 electronic mail bulletin board, "autocat," carried messages from technical services librarians who wanted their new hires to have some sort of practical experience. In 1964 (as today) many students indicated a need to feel more confident "on the job" which they felt practical experience would bring. Jenkins envisioned a small library as part of the School that would take the students through all areas of work from selection of materials through their use. The faculty was receptive to the idea (Minutes of faculty meeting, January 9, 10, 11 and April 23, 1964). When I joined the faculty in the summer of 1965, my first assignment was to develop this laboratory. It was a nice transition from being a practicing librarian to becoming a full-time faculty member. In a way, it kept me from the loneliness I felt for not being involved in the day-to-day work of a librarian for I could take the students through the processes of verifying book orders, ordering and receiving books and LC and Wilson cards (doesn't that *date* the operation?), cataloging the items, filing

the cards for our mini-catalog, processing the items, and eventually circulating them. It was fun to write down the routines that were involved. We also visited local libraries and had book repair demonstrations. In 1972, when the foundations course was instituted and LS 204 along with other 200-level courses was abandoned, the laboratory ceased to exist. The 1980s and 1990s found students engaged in practicums some of which involved cataloging and preservation experiences. When the preservation course was introduced in 1988, it brought with it, in addition to the field trip to Hertzberg New Method Bindery in Jacksonville, hands-on experience in hand papermaking with Frank Gallo of the University's School of Art and Design, and book repair experience with John Ison of Demco.

TECHNIQUES AND TECHNOLOGY

We sometimes seem to think the computer age invented library technology; however, techniques and technologies of different sorts have always been a part of library schools and of technical services-related courses.

In its first decade, the Library School boasted a laboratory collection of 60,000 volumes, much of which had come from the 1893 World's Columbian Exposition collection. Additions from librarians and manufacturers made it a collection of great value for illustrating methods of administration in different types of libraries including "labor saving devices" and "samples of fittings for all departments" (*Report and Student Record, 1893-1903*, 1903, p. 9). But the materials and equipment soon became outdated and pleas were made to upgrade examples. The lack of money to update and upgrade has been a perpetual problem, and the School has often resorted to the use of unsatisfactory "paper problems" which do little to satisfy the requirement that students learn how to "read" an item for bibliographic and subject information.

Those who read this article should be grateful that they were not required to learn library handwriting (in both joined and disjoined methods), an accomplishment apparently few perfected, if instructors' comments are a reliable criterion. In September, 1906 one instructor of the "Elementary Laboratory" course complained that the students would never be able to mark labels and plates and write catalog cards until they could make proper figures (Course materials, "Library 4," September 1906). Tired of writing the same criticisms over and over, the instructor took the examples to the cataloging department from whence came this warning: "Tell the girls that if they can't write better than that when they come to do independent cataloging, their cards will not be accepted" (Course materials, "Library 4," March 11, 1907). Who would dare suffer the embarrassment of not having one's handwritten cards accepted for the catalog?

Frequently one is caught between technologies and methods. Seldom does an old technology or method disappear all at once. (One can still find isolated handwritten cards in the card catalog of the University of Illinois at Urbana-Champaign Library.) There is a time of transition—such is the case today as the online catalog has not spelled the demise of every card catalog—and so it was in the past that the School's courses also included typewriter exercises alongside the handwriting exercises. The typewriter came into use in the late nineteenth century and, although Williamson would later hope to remove such clerical tasks from the professional arena, typewriting played an important part in some aspects of the early curriculum. While at Armour, Sharp struggled to acquire several different makes of typewriters for the courses that required typewriting. She made a case to the Armour president, F. W. Gunsaulus, for the Hammond typewriter which she found best suited for typing catalog cards and far

superior to the Remington (Sharp, 1896, 1896a). But her pleas were frequently unsuccessful as the Armour president and the business manager failed to heed her directions. She could only complain about the amount of repair that had been necessitated by the substitute machine that was purchased, which she labeled "second-hand furniture" (Sharp, 1897). By March 11, 1907, it was reported that typewriters were in use almost all the time (Course materials, "Library 4," March 11, 1907).

Of course, typewriting has long since disappeared as a course in the curriculum, but when computers came on the scene one could almost hear the same arguments as to whether library school students should be instructed in how to use them. In 1972, when the foundations course was initiated, students received some of their first hands-on computer experience with lessons in the cataloging unit; however, this was in the nature of computer-assisted learning using the University's PLATO system to teach about the computer as well as about cataloging. Even before OCLC was available outside Ohio, the PLATO lessons which I developed simulated the OCLC search process for the student. Later the School acquired its own OCLC terminals, and OCLC lessons have been commonly used in "Cataloging and Classification I" since the early 1980s.

Many more examples of materials and methods used to teach the technical services could be cited. Suffice it to mention the perforatory stamps, book labels, adhesive fasteners, stapling samples, order cards, etc. that Florence R. Curtis took to her "Order, Accession, Shelf" class in July, 1914 along with the following recipe for paste: 1 tablespoon alum, 1 quart water, 1/2 pint flour, 20 drops oil of cloves (Course materials, "Library 16," 1893-1919). This might have made good-smelling paste that would not sour, but the alum would make any present-day preservation librarian shudder for the acidity it would introduce into the paper. Contrast that with recent

demonstrations and applications in the current preservation course of methods of testing paper using pH testing pens; spray applications for deacidification; local repair techniques; and so forth.

TEACHERS

It would be impossible to cover the full range of persons who have been responsible for the teaching of technical service-related courses in the School. Names such as Florence R. Curtis and F. W. Drury are among those who contributed. Often the teachers were librarians whose main position was with the University Library. And this has continued into contemporary times.

But the mainstay of full-time faculty with continuing responsibility for cataloging and classification has resided with relatively few persons. It may be a surprise to some that Margaret Mann once taught cataloging at the Library School. A recipient of the two-year diploma from Armour Library School in 1896 (she held no other university degrees), she was immediately engaged by Sharp to be a cataloger and instructor in cataloging, accessioning, and shelf listing. In the letter of request to F. W. Gunsaulus, Sharp noted that Mann was the "best qualified of all the students we have had" (Sharp, 1896b). Mann remained at Illinois until 1903, when she went to the Carnegie Library in Pittsburgh (Sharp, 1903). In 1926, Mann joined the library school faculty of the University of Michigan where she remained until her retirement in 1938. Through her prolific writings and her widely used textbook, *Introduction to Cataloging and Classification of Books* (1930 and 1943), her distinguished efforts as a teacher extended far beyond Illinois and Michigan.

Associate Professor Ethel Bond received a Bachelor of Science in Library Science degree from the University of Illinois in 1908. Until 1912, when she joined the faculty of the Library School as an instructor, she received

cataloguing experience at Northwestern University and at Ohio Wesleyan. Her service to the Library School continued until her retirement in September 1949. In his *Annual Report, 1949-50*, Director Harold Lancour noted that "the reputation of this School for producing well-trained catalogers has been due almost solely to the work of Professor Bond" (*Annual report, 1949-50*, p. 3). Her special interest was in the construction of uniform headings, well before the time that a cataloguing code would cover this complex type of heading. In addition, she directed many advanced sixth-year master's students in preparing theses concerned with the complicated bibliographical problems in the author headings used for official state publications. The American Library Association published some of these studies. In a sense, these studies constituted established authority files made available to others at a time when such records were badly needed.

Bond was involved in state and national library associations and code revisions. My first position in the Library School was to serve as her "reviser," a position in which Library School students assisted faculty members. While somewhat comparable to today's graduate assistantships, this position was often a three-quarters time one awarded to advanced students who assisted in teaching, revised the written work of students, and supervised laboratory sessions. I held this position in the last years of Ethel Bond's tenure. During one semester, she broke her shoulder and I took over the total teaching responsibility. It was then that I knew that some day I wanted to teach library science courses, particularly cataloguing courses. Students of that era probably remember going to Miss Bond's Delmont Court apartment for refreshments at the conclusion of the advanced course. Many of the profession's leading catalogers for a whole generation were students of Ethel Bond. Lancour was

right in his assessment of her contributions to the School and the profession.

Ethel Bond was succeeded by Thelma Eaton, a graduate of the University of Michigan, Department of Library Science, who received a doctorate from the University of Chicago Graduate Library School in 1948 after service during World War II in the U.S. Army Air Force. She had formerly been head of the Department of Library Science at Mississippi State College for Women and brought the specialties of descriptive bibliography and the history of books and librarianship to her appointed position as associate professor in September 1949. She remained on the faculty until her retirement in May 1964.

In February 1965, Oliver T. Field joined the faculty as assistant professor following a decade of technical services work at the Air University, Maxwell Air Force Base, Montgomery, Alabama. In 1969, he completed a doctorate in library science from Columbia University. That same year he joined the faculty of the Graduate School of Librarianship, University of Denver.

In the fall semester 1964, I taught "Cataloging and Classification I" as a visiting instructor and joined the full-time faculty in June, 1965. A graduate of the School with both fifth- and sixth-year master's degrees, I came to teaching from a dozen years in technical services work at McCormick Theological Seminary, Chicago, preceded by a period as a serials cataloger at the University of Illinois at Urbana-Champaign Library. Between my mentor, Ethel Bond, and me over three-fifths of the responsibility for cataloging courses has been in our hands.

CONCLUSION

Since 1893, methods, tools, technologies, and people have come and gone in the School. Change, ever present, has intensified with time. Preservation has become every

librarian's responsibility as collections deteriorate. Preservation has moved much beyond the binding routine to cover areas of chemistry, environmental controls, and heating and air conditioning. Automation has introduced some of the most radical changes. Integrated systems have made it essential for more librarians to know about the technical services. Technical services librarians spend less time doing the actual work of technical services, but more time in training, supervising, administering, and decision-making (as well as in committee meetings!). In the early days, almost every librarian cataloged; today fewer librarians catalog, but every librarian uses catalogs which, in their online state, have become more complicated and require everyone to know about their structures. Descriptive cataloging codes have changed (in my own work as student, librarian, and teacher, I have used or taught about at least six different codes) and catalogs carry records from all of them. MARC format codes have added to the complexity of cataloging instruction and use. Subject control has increased in importance for library users and occupies a much larger portion of the cataloging courses than in the past. The Dewey Decimal Classification scheme remains a constant but with the promise of entirely new uses. Courses change, too, as they incorporate new tools, new techniques, and new methods to meet new needs. The drill of the past has become the *understanding* of the methods and tools, for more of the students will become consumers of the products of technical services than the producers of them. This does not mean, however, that the "training" aspects entirely disappear, for we must know how to test out and evaluate the theory through practice. Green's century-old observations calling for librarians to be well trained, have technical knowledge, and be well educated still apply.

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- Annual register
- Annual report (Library School)
- Catalogue of the University of Illinois
- Inspection trip files (Library School)
- Minutes of faculty meetings, Library School
- Report and student record, State Library School

Samplings of the voluminous Course materials of the Library School were studied.

7 SERVICES AND SOURCES

Reference and Other Public Service Courses

CHRISTINE BESERRA AND TERRY L. WEECH

Public service courses at the University of Illinois Library School have been introduced, changed, and deleted as the field of library science developed through the years. In the early days at the Armour Institute, the only recognizable public service courses were courses on reference work, bibliography, and loan systems. These courses were decidedly practical in orientation, supplemented by actual apprentice work at the School's library (Armour Institute, 1894-95). Over the years, however, the focus shifted to a distinction between practice-oriented courses and theory-oriented courses. New courses, such as those in government documents and specialized literature, were introduced. Most of these became part of the long-term offerings of the School. Other not-so-common courses were short-lived, such as LS 91 "Psychology for Librarians," a course in "the application of psychological principles and techniques to library service" (University of Illinois Bulletin, 1946-47, p. 14) and "Information Services

of the School Library" listed in the school's catalog in 1941-1942 and 1942-1943 (*Annual Register, 1941-1942*, p. 249).

Over the years two reference courses have been constant in the curriculum, "Elementary Reference" and "Advanced Reference." The official titles and details of the course description may have varied over the years, but the essential concepts taught in these two courses have prevailed throughout most of the last 100 years.

ELEMENTARY REFERENCE

A course of study in reference work was offered from the opening of the Library School at the Armour Institute in 1893. According to the 1893-1903 annual report, reference was offered initially as a third-term course, but it was soon recognized that an introduction to reference should be provided early in the library curriculum because students needed to use reference books from the beginning of their studies. The entire junior year of the two-year program at the Armour Institute and in the early days of the School at the University of Illinois included what was originally called "Reference Work" and later listed as "Elementary Reference" in the School's 1893-1903 report (University of Illinois State Library School, 1893-1903, p. 14).

Margaret Mann, writing about the first year at the Armour Institute, described the teaching of reference work as follows: "groups of subjects were assigned to students to look up in reference books, and a comparative study was made of the reference books in the Armour Library" (Mann, 1943, p. 16). Mann noted that this basic approach continued into her day at the School and others will note that it endures as the School enters its 100th year.

During the first ten years of the School, it appears that at least six people taught the introduction to reference work course, which eventually became the elementary reference course. Only three (Marvin, Straight, and Mudge) were regular members of the faculty. The rest were lecturers (*Faculty listings, 1893-1899*). Appendix 1 to this chapter presents a chronology of these early instructors of elementary reference.

In a 1902 *Library Journal* article, Isadore Mudge described the instruction in reference work as both class instruction and independent practical work (Mudge, 1902). The class instruction described by Mudge included lectures on reference work and reference tools as well as problem sets for students to solve. She even included a sample quiz given in elementary reference. Students had five minutes in class to answer the following:

Sample Elementary Reference Quiz

Mention authors and titles of books in which you would expect to find information on the following questions:

1. Where find good biographical sketch of Cardinal Wolsey?
[sic]
2. What was the Ostend manifesto?
3. Who is president of Ohio State University?
4. What is the national debt of Russia?
5. Who is editor of the *Atlantic Monthly*?
6. Where find good account of the Court of Star Chamber?
[sic]
7. Where find a synopsis of "Bleak House"? [sic] (Mudge, 1902, p. 335)

The independent practical work could be done either at the University Library or the Champaign Public Library. Senior students were given the responsibility for the reference room and reference desk in the evenings (6:30 to 9:00) at the University Library. At the Champaign Public Library, seniors took charge of the children's room and the branch library in the afternoons. Mudge noted that "In this way a great variety of reference work is secured and the same student may obtain at different times practice in answering such reference questions as are asked in a university library, a children's library and a branch of a public library, and at the same time become accustomed to practical library routine" (Mudge, 1902, p. 334).

Mudge taught elementary reference through 1903 (Course materials, box 3, no date) at which time she accepted the

head librarian position at Bryn Mawr College. She went on to teach "library economy" at Simmons College and later worked at Columbia University where she edited early editions of the *Guide to Reference Books* (Scott, 1918, p. 919). In 1903-04, Frances Simpson began teaching the course and continued teaching reference courses until her retirement in 1931 (Obituary file of Frances Simpson). Her successor Rose Phelps, who taught reference from 1928 to 1958, probably holds the record for length of time teaching reference (although she took various leaves of absence) and for teaching the most variety of reference courses: reference; government publications; subject bibliography; advanced reference; reference and bibliography; U.S. Government publications; state, municipal, and foreign documents; reference service, advanced bibliography; use of books and libraries; bibliography of humanities and social sciences; bibliography of science and technology; advanced reference services; and problems in reference service (*Circulars and announcements, 1897-1924, 1945-*). Phelps once estimated that she had taught approximately 1,500 students from 1928 through 1958 (Obituary file of Rose Phelps).

Although the name of the elementary reference course was changed many times (in 1910 to "Reference Work," in 1915 to "Reference," in 1944 to "Reference Service," in 1948 to "Use of Books and Libraries" and in 1964 to "Introduction to Reference") it was taught as a separate course in the curriculum in one form or another from 1893 through 1972 (*Circulars and announcements 1897-1924, 1945-*). In 1948, with the installation of the new master's degree which replaced the fifth-year bachelor's degree, the elementary reference course became an undergraduate prerequisite for the graduate program and was to be taken in the summer prior to graduate enrollment (*University of Illinois Library School, 1948-1949*). Phelps noted in her reminiscences about the School that this changed the scheme of reference instruction with the "most general and most used reference sources now...taught in the core course: the first graduate course dealt with the more scholarly sources in the humanities and social sciences;

the second with science and technology..." (Phelps, 1969, p. 69).

In 1972, the faculty approved a change in curriculum that integrated all of the formally separate core courses into a "Foundations of Librarianship" course. This change came about in part because of the desire to integrate the content of the four core courses into a single comprehensive one. Duplication among some of the core courses had been a complaint for a number of years. Students found that the materials selection course and the introduction to reference course often covered some of the same bibliographical and trade publication sources. There was also the concern that some students admitted to the graduate program had either transferred undergraduate courses from other schools or passed proficiency examinations to avoid one or more of the required core courses; thus they did not share the common experience of an introduction to the profession. Consolidating the core into one course ensured that all graduate library students would receive a common professionalization experience. The course was also to be team-taught by faculty who had taught one or more of the earlier undergraduate core courses, providing the graduate students with an exposure to a variety of the faculty in their introductory course.

There was also the matter of the undergraduate minor in library science. Some felt the undergraduate minor contributed to the dilution of the graduate program and led to confusion on the part of potential employers between undergraduate and graduate preparation. By consolidating the four core courses, previously available for undergraduate credit only and required as a prerequisite to the graduate courses, the Illinois library science program would be making a statement about the graduate nature of the preparation for the profession. It was also noted that some of the undergraduates who took the four undergraduate core courses and one or two others that were available for undergraduate credit had taken jobs in some public as well as school libraries. By switching the core curriculum to an all-graduate credit, students would

not be able to obtain jobs with only the basic courses as preparation.

Under the University of Illinois *Statutes*, all changes in academic programs must be approved by the faculty senate. After reviewing the changes proposed by the Library School faculty, the senate turned down the request for eliminating the undergraduate minor in library science. Senators from the College of Liberal Arts and the College of Education in particular expressed concern about their undergraduate students being unable to elect a library science minor since that often allowed them to obtain employment in libraries when jobs in their major areas were difficult to find. The Library School faculty decided to retain the consolidated core course, but they had to make it available for undergraduate credit. Thus LIS 400 (a designation that indicates graduate credit only) was changed to LIS 300 (a designation that indicates availability for either undergraduate or graduate credit).

The consolidated core (incorporation of library administration, introduction to cataloging, materials selection, and reference into one course) continued for nearly ten years. But, in 1982, the faculty decided to separate out the cataloging and reference components due to concerns on the part of some graduates that they were not competing well in the job market because their transcripts did not indicate introductory courses in cataloging and reference. The Library of Congress, among other employers, had specifically expressed concern over the lack of such courses on the Illinois transcript. Despite letters of explanation regarding the nature of the LIS 300 course, employers continued to cast a doubtful eye at our transcripts. Thus the faculty acted to reestablish separate courses in cataloging (LIS 309) and reference (LIS 320). In doing so, they also reduced the credit of LIS 300 from 2 units (8 hours) to 1 unit (four hours) and elected to offer LIS 309 and LIS 320 in a five-week module at the beginning of the fall semester with the next level

of cataloging and reference courses being offered in the last eleven weeks of the semester.

From the first offering of LIS 320, "Introduction to Information Sources and Services," students expressed concern about the amount of work that was required for a five-week course. While it incorporated the same material as the prior undergraduate introduction to reference, the earlier class had been offered as a 15-week course during the regular semester and an 8-week course in the summer session. After years of debate and numerous committee and subcommittee meetings, a proposal was taken to the faculty in January of 1990 to revise the reference sequence in order to place primary emphasis in LIS 320 on the history, theory, and philosophy of reference and to establish a new course (LIS 404) to cover the reference sources in detail. The revised LIS 320 ("Introduction to Information Services") with a more theoretical orientation was offered for the first time in the summer of 1991. While it may be too soon to pass judgment, initial feedback from students as well as faculty teaching the course suggest that it is a positive change.

ADVANCED REFERENCE

Advanced reference was originally a senior-year course. According to the 1899-1900 outline, the course covered what was later included in public documents (*Papers Showing Scope of the School*, 1893-99). It was noted that, beginning in 1903-04, any student satisfactorily completing elementary reference could take advanced reference as an elective (University of Illinois State Library School, 1893-03, p. 19). Eventually the description evolved to recommend the course to students preparing for positions in college libraries or large reference libraries (*University of Illinois Library School Circular*, 1921-22, p. 21). By 1926, the description had deleted reference to a specific type of library, but instead described the course as concerned with the "Transactions of societies; government publications [once again]; periodicals and indexes" (*Annual Register*, 1926-1927, p. 303). By 1931, the description read:

"Bibliographic method in specific fields involving the use of scholarly bibliographies, abstract journals, special dictionaries..." (*Annual Register*, 1931-1932, p. 349).

A course with the title "Advanced Reference" disappeared from the School's catalog in 1942 (*Annual Register 1942-1943*) but the course work was continued in LS 114, "Advanced Bibliography." It was reinstated under a new number (430) in 1948 and listed as "Advanced Reference Service" under courses for graduate students and required government publications as a prerequisite (*University of Illinois Bulletin, 1948-1949*, p. 26). In the 1953-54 catalog, the title of 430 was changed to "Advanced Bibliography" although the course description remained the same as that of "Advanced Reference Services" (*University of Illinois Bulletin, 1953-54*, p. 31). In 1964-65, it was changed back to "Advanced Reference" with no change of content description (*University of Illinois Bulletin, 1964-1965*, p. 32).

Most of the early professors of elementary reference also taught advanced reference; Straight, Mudge, Simpson, and Phelps all taught the course between 1898 and 1958. In the latter part of the century, professors of advanced reference included Rolland Stevens, Dewey Carroll, and Walter Allen (*Circulars and announcements 1897-1924*, 1945-; *University of Illinois Registers, 1925-1944*). Various projects were part of the advanced reference course during the Phelps years. According to the May 1936 student newsletter *End Papers*, the advanced reference class was working on the "identification of the correspondents of Horace Walpole." By 1967, the course was still taught as outlined by Rose Phelps, concerned with "technical problems" in the use of reference titles which had been introduced in earlier reference courses, search strategies, "procedures of reference work" and reference "trends." Class work included readings, assigned problems, a term paper, and class discussions of how students found answers to the assigned problems (FMM Jan. 5, 1967).

In 1991, as part of a general revision of reference courses, the advanced reference course was deleted from the curriculum

with the specialized discipline oriented reference courses on the humanities/social sciences, and science/technology rising to the level of advanced courses in reference service. In a sense, "Advanced Reference" has been replaced by not only the three specialized reference sources, but by all the other specialized discipline oriented courses in reference and bibliography (business, law, etc.).

**SPECIALIZED REFERENCE—
HUMANITIES/SOCIAL SCIENCES AND
SCIENCE/TECHNOLOGY**

As noted in the discussion of elementary reference, in 1948 the first level of courses in reference to be taken by graduate students dealt with scholarly sources in broad subject areas. There were two such courses originally. The first (LIS 411) focused on sources in the humanities and social sciences, while the second (LIS 412) was concerned with sources in the sciences and technology (*University of Illinois Bulletin, 1948-1949*, pp. 25-26). These were listed as bibliography courses until 1964 when their titles were changed to reflect their content (*University of Illinois Bulletin, 1964-1966*, p. 32).

For the next twenty-seven years there was little change in the catalog description of these courses. They continued to be the "second" level of reference courses after the introductory course until the implementation in 1991 of the revised reference sequence. Among the faculty teaching these courses were, in humanities and social sciences, Walter Allen, Leslie Edmonds, Donald Krummel, Winifred Linderman, Frederick Schlipf, Rolland Stevens, and Terry Weech, and, in the sciences and technology, George Bonn, Frances Jenkins, and Linda Smith. Jenkins and Stevens developed workbooks for these courses that were widely used in other schools as well as at Illinois.

From 1948 through 1974, two companion courses to these reference courses were LIS 301 ("Literature of the Humanities and Social Sciences") and LIS 302 ("Literature of the Sciences"). These literature courses were designed

for undergraduates and graduate students who wished more background on the designated disciplines. In 1976, "Literature of the Humanities and Social Sciences" was renamed "Bibliography" (*University of Illinois Bulletin, 1976-1978*, p. 29) and is taught today more from the perspective of a general bibliography course (how lists are compiled and how books are made) than from a subject-oriented literature course. LIS 302 changed its name in 1976 to "Science Materials for Nonspecialists" (*University of Illinois Bulletin, 1976-1978*, p. 29) but was dropped from the curriculum in 1982. There have been many other specialized literature courses developed through the years. We do not have the space to go into them all here, but the review presented above of the evolution of the courses in the humanities, social sciences, sciences, and technology give some indication of the pattern of development.

LIBRARY USE INSTRUCTION/ ADULT PUBLIC SERVICES

As early as 1938, the summer catalog for that year listed a course entitled "Problems in Teaching the Use of the Library" for advanced undergraduates and graduate students in the library school (*University of Illinois Bulletin, 1938*, p. 7). A course assigned the number 410 and called "Teaching Function of the Library" appeared in the 1949-1950 catalog, with a description indicating it was concerned with the study of the "implications inherent in the concept of the library as an education institution" (*University of Illinois Bulletin, 1949-1950*, p. 29). This course then began an evolution away from the library-use-instruction orientation as it became increasingly concerned with more general adult education issues. By 1955, the course numbered 410 had been retitled "Adult Education" and was described as concerned with significant educational programs conducted by libraries (*University of Illinois Bulletin, 1955-1957*, p 34).

In 1962, "Adult Education" was changed to "Adult Education and Libraries" (*University of Illinois Bulletin, 1962-1963*,

pp. 28-29). In 1972, the course title was changed to "Adult Public Services" and the description also changed to reflect the more general content of the course (*University of Illinois Bulletin, 1972-1974*, p. 31). While the adult public services course remains in the curriculum today, "Library Use Instruction" (450AC) was added to the curriculum in the early 1980s in response to a need expressed by library science students for a course on the methods of providing bibliographic instruction or library use instruction to library users. While both courses cover all types of libraries, the adult public services course focuses has evolved to focus on public libraries and the library use instruction course on academic and school libraries. Instructors of these courses have included, for adult public services, Ida Goshkin (one summer), Kathleen Heim, and Frederick Schlipf; and for library use instruction, Terry Weech and Lizabeth Wilson.

LIBRARY USE SERVICE COURSE

Years before the "Problems in Teaching the Use of the Library" course was added to the curriculum, the Library School offered courses to undergraduates from all fields in how to use the library. In the 1893-1903 report, a third reference course was listed after "Elementary Reference" and "Advanced Reference." It was "General Reference," which was designed as a "how to use the library" course (1893-1903 *Report*, p. 25). According to Josie Houchens, "General Reference" was commonly referred to as "Library 12" by the faculty (Houchens, 1969, p. 13) because it was listed as "course number 12" in the 1893-03 report. This early version of a library instruction course was offered in one form or another through 1944 (*Circulars and Announcements, Series 18/1/0/1*). The course was reinstated in 1962 as LIS 195, "Introduction to Library Use" and was last offered in Spring, 1972. In the decade that followed, the University Library took a greater interest in library use instruction and developed special programs in the Undergraduate Library as well as elsewhere within the University Library system.

Although there has been discussion within the School of implementing "service courses" to students in other disciplines, no action has been taken to reinstitute such a course since LS 195 was dropped.

*PUBLIC DOCUMENTS/
GOVERNMENT PUBLICATIONS*

According to the 1900 Register (*Annual Register 1900-1901*, p. 157), the University of Illinois Library School was the only library school offering an "extended course on the use and cataloging of public documents" when the course was first offered and taught by Margaret Mann in 1900 (*University of Illinois State Library School, 1893-1903*, p. 25). In 1902-03, the course became a two-semester course "with a selected class" (*University of Illinois State Library School, 1893-1903*, p. 25). Presumably the reference to "selected class" indicated that there was sufficient interest among the students in that year to justify offering two semesters of work on public documents. As noted by Mann in a 1901 description in *Library Journal*, her class studied the government documents in the University's Library for both their reference value and method of cataloging, where and how to obtain government documents, and the documents of the various government departments. Students were also given practical reference problems and, in connection with their study of the Department of Agriculture, the students compiled a bibliography on asparagus (Mann, 1901).

During the first half of the century, government publication course offerings varied from a single course on public documents to two separate courses, one on Federal documents and the second on state, local, and foreign Documents. The latter two courses were first listed in the 1913-14 School catalog (*University of Illinois Library School Circular of Information, 1913-1914*, p. 21). The basic course in public documents was reinstated in the 1925-26 catalog and was listed under a series of different course numbers, its name changing to "Government Publications" in 1933-34, to "Introduction

to Government Documents" in 1944, and back to "Government Publications" in 1948. The 1948 designation remains the basic course in government publications to this day (*Circulars and announcements*, series 18/1/0/1). A separate course on state documents was listed in the School's catalog from 1937-38 through 1941-42 (*Annual Register*, 1937, p. 179; 1941, p. 298). In 1981, a course in advanced documents was developed, "Seminar in Government Publications 450PP" (*Graduate School of Library Science*, 1981, p. 27) and continues to be offered as one of the special topics courses in the LIS 450 "Advanced Studies in Librarianship" series (see Appendix 2 to this chapter).

1991 REVISED REFERENCE SEQUENCE

As noted earlier, after a number of years of planning and deliberation, the faculty approved in 1991 the revision of the reference course sequence resulting in the dissolution of the advanced reference course, the revision of the introductory course, the establishment of a new intermediate course (LIS 404), and the realignment of courses in reference services by discipline into three advanced courses intended to be taken by students wishing to specialize in specific subject areas. The three advanced courses are: (1) 412, "Scientific and Technical Literature and Reference Work"; (2) 413, "Reference Services in the Social Sciences," and (3) 414, "Reference Service in the Humanities." The new intermediate reference course was designed to provide an introduction to the tools and skills necessary for librarians and other information professionals working in a nonspecialist information environment. For those intending to work in most school libraries or small- or medium-sized academic and public libraries, the intermediate course should provide sufficient background in reference tools. This revision was a response to student and faculty concern over too little material being included in the introductory course (LIS 320) to provide a basic background to reference tools and too much specialized material in the next two courses ("Reference Services in

the Humanities and Social Sciences" and "Reference Services in the Sciences and Technology") to prove useful to most of those who become librarians in smaller or medium-sized libraries. While the revised reference sequence has been in effect less than a year as this is being written, it seems to be accepted by the students and the faculty as an improvement over the prior sequence.

CONCLUSION

The strength of the Illinois curriculum in public service courses has been a combination of stability in effort and yet a responsiveness to change in the field of library and information science. The relative stability of the offerings during this past century suggests the success of the design of the original curriculum which emphasized general courses on the various functions of public service. In reference in particular, the move away from specific tools to more issue and philosophically oriented courses at the early level of education, and the exploration of tools in later and more advanced courses does represent a significant change from the early curriculum when the elementary reference course was offered to beginning students so they would be better able to fulfill their duties as library workers in the University Library (*Armour Institute*, 1894-1895, p. 2). This change can best be represented by comparing Margaret Mann's description of the early undergraduate courses at the Armour Institute as "practical rather than theoretical the first year, and the training was planned primarily for high school graduates who might meet certain demands for library assistants in the central states" (Mann, 1943, pp. 11-12) to Herbert Goldhor's description of the function of the School to be "that of the mediator between the theorists on the one hand and the practitioners on the other" (Goldhor, 1967, p. 400).

While the tension between the advocates of teaching tools and those who prefer to emphasize the philosophical

issues and theory of reference and other public services still exists, the recent revision of the reference sequence at Illinois suggests that the concerns of both sides can be met through a planned and rational reference curriculum.

APPENDIX 1**Armour Institute/Illinois State Library School Chronology of Instructors for Elementary Reference, 1893-1991**

All citations are from the faculty listings in "Papers Showing the Scope of the School," Katharine L Sharp Papers, series 18/1/20, box 2; Circulars and announcements 1897-1924, 1945-date, series 19/1/0/1, box 1; *University of Illinois Registers*, 1925-1943; Annual reports, series 18/1/0/19; Statistical reports, series 18/1/4; Course lists 1974-date, GSLIS office and *University of Illinois Time Tables* (1915-1991). University of Illinois Archives, Urbana.

- 1893-94.** Carrie Elliott, reference librarian at Chicago Public Library, listed as lecturer for "Practical Methods in Reference Work."
- 1894-95.** Dr. George E. Wire, director of Medical Department at the Newberry Library, listed as a lecturer for "Practical Reference Work." Other courses listed for Dr. Wire were "Being a Librarian," "How a Busy Librarian Reads," and "Little Things in Library Work."
- 1895-96.** J. N. Larned, superintendent, Buffalo (New York) Public Library, listed for "Reference Work." (Dr. Wire is also listed in 1895-96 for the 1894-95 courses and an added course on "Auction and Second Hand Book Buying.")
- 1896-97.** Cornelia Marvin, listed for "Reference and Bibliography" with Dr. Wire. Marvin was the first instructor in reference listed under faculty. All earlier instructors were lecturers.
- 1897-99.** Maude Straight
- 1900-09.** Isadore Mudge, Maude Straight, Frances Simpson
- 1910-19.** Frances Simpson
- 1920-29.** Anne Durand, Rose Phelps, Frances Simpson
- 1930-39.** Anne Durand, Marion Higgins, Mary Kinney, Rose Phelps, Mildred Singleton
- 1940-49.** Mary Kinney, Rose Phelps, Mildred Singleton
- 1950-59.** William Jackson, Rose Phelps, Arlene Schlegal
- 1960-69.** Walter Allen, Lois Beebe, Tekla Bekkedal, Larry Bone, Howard Cordell, William Jackson, Frances Jenkins, Winifred Ladley, Winifred Linderman, Benjamin Page, Lois Schultz, Rolland Stevens, Cora Thomassen
- 1970-79.** Walter Allen, Terence Crowley, Joel Rosenfeld, Dianna Lynne Smith, Cora Thomassen, Terry Weech, Lucille Wert. (Elementary reference was incorporated into the basic core course, "Foundations of Library and Information Science" from fall 1972 through 1982.)
- 1980-91.** Fran Allegri, Bryce Allen, Walter Allen, Richard Bopp, Prudence Dalrymple, M. Leslie Edmonds, D. W. Krummel, Tish Lowrey, Jerome K. Miller, Linda Smith, Pat Stenstrom, Tom Walker, Amy Warner, Terry Weech

APPENDIX 2

Chronology of Instructors for Government/Public Documents, 1900-1991
(all citations are as above)

- 1900-09. Fanny Jackson, Margaret Mann, Albert Wilson
1910-19. Florence Curtis, John Kaiser, Ernest Reece, Albert Wilson
1920-29. Anne Boyd, Alice Johnson, Charlotte Newton, Frank Walter
1930-39. Anne Boyd, Marion Higgins, Alice Johnson, Charlotte Newton,
Rose Phelps, Mildred Singleton
1940-49. Anne Boyd, Rose Phelps, W. W. Smiley, Gwladys Spencer
1950-59. Esther Clausen, Rose Phelps
1960-69. Anne Corbitt, Oliver Field, John Harrison, William Jackson,
Winifred Norton, Winifred Linderman
1970-79. Lawrence Auld, George Bonn, Nancy Johnson, Kathleen Heim,
Winifred Linderman, Schroyer, Frederick Schlipf, Terry Weech
1980-91. Kathleen Heim, Terry Weech

APPENDIX 3

Additional Summer Professors of Elementary Reference and Government/Public Documents, 1911- (all citations are from *Summer Session announcements*, University of Illinois Archives, Urbana).

- 1911-1919.** Reference: Anne Boyd
- 1920-1929.** Reference: Ethel Bond, Anne Boyd, John Cleavinger
Documents: Anne Boyd, Jim Matthews
- 1930-1939.** Reference: Mabel Conat, Anne Durand, Florrinell Francis, Marion Higgins, Mary Kinney, Mary Marable, Rose Phelps, Charles Stone
Documents: Anne Boyd, Dorothy Black, Marion Higgins, Jim Matthews, Elleine Mclellan
- 1940-1949.** Reference: Lura Crawford, Ruby Dare, Ruth Erlandson, Mary Kinney, Winifred Linderman, Esther Park, Rose Phelps, Donna Sullivan
Documents: Anne Boyd, S. A. McCarthy, Jerrold Orne, Rose Phelps, Joseph Rounds, W. W. Smiley
- 1950-1959.** Reference: Mabel Conat, Lura Crawford, Ruth Erlandson, John Harrison, William Jackson, John Moriarty, Rose Phelps, Roy Stokes
Documents: John Moriarty, Lawrence Thompson
- 1960-1969.** Reference: Walter Allen, Larry Bone, Charles Bunge, Howard Cordell, Kevin Dowden, Ruth Erlandson, J. Elias Jones, Neil Radford, Dolores Ryan, Charles Trinker
Documents: Clifton Brock Jr., Anne Corbitt, Rae Rippes, Thomas Shaw, Terry Weech
- 1970-1979.** Reference: Terence Crowley, Fred Heinritz, Jordan Meo, Neil Radford, Dianna Lynne Smith
Documents: George Bonn, Nancy Johnson, Winifred Linderman, Terry Weech
- 1980-1991.** Reference: Richard Bopp, D. W. Krummel, Jerome Miller, Dennis Norlin, Pat Stenstrom, Terry Weech
Documents: Marilyn Moody, Gail Thornburg, Terry Weech

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8 FROM MECHANIZATION IN LIBRARIES TO INFORMATION TRANSFER

Information Science Education at Illinois

LINDA C. SMITH

Although information science has its roots in the pre-World War II documentation movement, this history of information science education at Illinois begins with 1945. In that year, Vannevar Bush (1945), who coordinated the activities of American scientists during the war as director of the Office of Scientific Research and Development, published "As We May Think." This is considered by many researchers to be the starting point of modern information science (Smith, 1991b, p. 265). Bush described a number of possible applications of machines to handling information and in particular proposed the memex, "a device in which an individual stores all his books, records, and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility" (Bush, 1945, p. 107). These proposals were soon brought to the attention of students at the University of Illinois. Lecture notes on "Mechanization in Libraries" for a course on "Trends

in Librarianship" in summer 1948 included a list of various technologies (e.g., office machines, bindery machines, charging machines) with a section labeled "Possibilities" that included: (1) dial coding for extracting a given item: Memex; and (2) instantaneous recording of written materials: Memex (Redmond, 1948).

Responding to some of the issues raised by Bush, the 1950 Phineas Windsor Lectures addressed the theme "Bibliography in an Age of Science" (Ridenour et al., 1951). In his foreword to the published lectures, Downs (1951, p. 1) noted "the need for improving access to scientific and scholarly literature" but concluded optimistically that the lectures "indicate the almost unlimited potentialities for future progress" (p. 4). Two of the three lecturers (Ridenour and Hill) were physicists who shared Bush's enthusiasm for new technologies. The third, Ralph Robert Shaw, then director of libraries in the U.S. Department of Agriculture, was himself engaged in experiments with the Rapid Selector, a microfilm retrieval device inspired by Bush. Library School faculty and students attending these lectures would have heard that "the rate of growth of libraries suggests that unconventional methods of librarianship must be adopted" (Ridenour, 1951, p. 13), and that "we should not close our eyes to possible solutions to the library problem just because they are technically involved, or require entirely new methods of thinking about collections" (Hill, 1951, p. 88). Ridenour (1951) even had visions of what forty years later would be termed the virtual library: "If libraries were connected by a communications network over which complicated research material could be promptly sent from any point to any other, there would be no need whatever for duplication in acquisition" (p. 21). Furthermore, "a library should no longer necessarily be regarded as a place where books are stored. Perhaps it is entirely something else. Possibly a library is a combination of study rooms, seminars, and a first-rate communications center of a specialized sort"

(pp. 28-29). Shaw (1951) described a number of electronic devices for solving bibliographical problems, such as facsimile reproduction and digital computers and concluded:

We now have machines available which appear capable of doing higher orders of bibliographical work than have been achieved in the past; but they will serve only to do more of what we have been able to do in the past, perhaps doing it faster and cheaper and perhaps not, until we learn just what it is that we need to achieve so that we know how to instruct the machines. (p. 70)

While the new technology did not immediately become the subject of separate courses in the School, the journal *Library Trends* served as a vehicle for further exploring these topics with issues on "Scientific Management in Libraries" (Shaw, 1954) and "Mechanization in Libraries" (Trotier, 1956). The latter sought to "bring together for the first time in one place information on the application of machines to the performance of library operations and techniques" (p. 191) and covered library communication systems, transportation equipment, office machines, charging machines, duplicating machines, photographic technology, and machine retrieval of information.

Machine retrieval of information also received considerable attention at the 1958 International Conference on Scientific Information, which Frances Briggs Jenkins, a faculty member from 1951 to 1971, attended (National Academy of Sciences, 1959). Several papers in the proceedings were grouped under the heading "Organization of information for storage and retrospective search: Intellectual problems and equipment considerations in the design of new systems." Four years later, in fall semester 1962, Jenkins offered the first separate course on the topic, LS 429, "Information Storage and Retrieval." The following spring, the School sponsored its first Clinic on Library Applications of Data Processing. In the introduction to the proceedings of the Clinic, Goldhor (1964) put these two activities in context:

Starting from the proposition that it is the proper function of a library school to give leadership to the profession, the Faculty of the University of Illinois Graduate School of Library Science have from time to time attempted to identify major challenge problems of our age and to formulate responses to them. It is ever more clear that a major problem—perhaps *the* major challenge of the profession in our generation—is that posed by the mounting volume of publication in combination with the increased use of a complex technological society for factual information.

In a sense all of librarianship bears on this problem. But more specifically this is the province of documentation and its special tools of high-speed machines. To help meet this challenge problem, the University of Illinois Graduate School of Library Science set up a graduate course on "Information Storage and Retrieval" which was offered for the first time in the fall of 1962. Then in the spring of 1963 a Clinic on Library Applications of Data Processing was held in Urbana, the proceedings of which constitute this volume. Other parts of the School's response will be forthcoming. (p. iii)

In this the School was anticipating one of the conclusions of the 1963 Conference on Libraries and Automation, sponsored by the Library of Congress, National Science Foundation, and Council on Library Resources. The School was represented at the conference by Jenkins. In his introduction to the proceedings, Librarian of Congress L. Quincy Mumford (1964) observed that "library schools need to train students in new techniques and methodologies: current programs should be evaluated to determine how they could be improved to prepare librarians and subject specialists in new information techniques" (p. 2).

CURRICULUM

The 1960s

LS 429, "Information Storage and Retrieval" was the first information science course and LS 415, "Library

Mechanization and Automation" (later simply "Library Automation") was introduced later in the decade. In addition, the School offered a summer workshop on computer programs for library operations from 1964 to 1968. Topics covered in LS 429 included the information problem, document analysis, codes and coding, coordinate indexing, notched card systems, punched card systems, computer systems, applications, and evaluation. Over time, computer systems received much more emphasis than the manual systems that were a major part of the course content initially. Dewey E. Carroll, who had served on the faculty of the School of Information Science at Georgia Institute of Technology from 1963 to 1965, was a faculty member from 1965 to 1969 with responsibility for both LS 429 and LS 415. While a survey reported by Hayes (1967) indicated that some other library schools may have had more regular course work related to data processing, Illinois was beginning to address the need through a combination of courses for students and noncredit workshops and conferences for practitioners.

The noncredit "Workshop (subsequently Seminar) on Computer Programs for Library Operations" was offered for the first time in June 1964 over a four-week period (for three weeks in later years), sponsored jointly by the Division of University Extension and the Library School. The audience was professional librarians with at least two or three years of experience who wished to acquire a knowledge of the concepts of computer programming in relation to library applications. The emphasis was on what machines could do for libraries, and on the methods used in planning and implementing computer applications in the library, rather than on preparing technically proficient programmers. Instructors included Kern W. Dickman, director of the Statistical Service Unit at the University of Illinois, and Hillis L. Griffin, then information systems librarian at Argonne National Laboratory. In 1967, Griffin offered two three-week sessions with the revised title of "Seminar on Computer-Based Systems for Libraries." The first session was designed for public, school,

and junior college librarians, while the second session was intended for college or university and special librarians, and both focused on principles underlying successful system design. The course outline included the following major topics: computer concepts; programming concepts; programming an actual computer; data record formats; real time systems and remote input devices; library applications, supplies and forms; economics of computer applications, and conversion and data input procedures.

The 1960s were also a period when information science emerged as a distinct area of study. The American Documentation Institute became the American Society for Information Science in 1968. Efforts to define the field included Borko's (1968) widely cited definition:

[Information science] is an interdisciplinary science that investigates the properties and behavior of information, the forces that govern the flow and use of information, and the techniques, both manual and mechanical, of processing information for optimal storage, retrieval, and dissemination. (p. 5)

The 1970s

In the 1970s, experiments and demonstrations of information technology gave way to operational systems. The 1972-74 *Bulletin* (University of Illinois, 1972) of the School characterized necessary areas of knowledge for librarians:

[T]oday's librarian must be familiar with all forms of print and nonprint media, and must be able to utilize computers, communication principles, automation techniques, and information networks. Modern technology is developing sophisticated systems of information storage and retrieval. Experts in system planning, automation concepts, and computer use are developing new and more efficient methods for providing library services. (p. 7)

The *Bulletin* also introduced a section titled "The Information Science Curriculum" (pp. 20-21), noting that while the School

did not have a separate program in information science, it would be possible for a student to obtain a master's degree with a specialization in the area of information science. It characterized the curriculum as follows:

Basically, the curriculum contains two groups of courses, one dealing with information retrieval and the other with library automation. *Library automation* refers to the mechanization of the technical processes and the general housekeeping activities of libraries, including ordering and acquisitions procedures, circulation, serial records, and the production of printed catalogs or catalog cards. *Information retrieval* relates more to the reference function of libraries and deals with the design of systems capable of retrieving documents in response to subject-related requests. Such systems may be mechanized, semimechanized, or purely manual. (pp. 20-21)

Further development of the information science portion of the curriculum followed the appointment of two new faculty members: F. Wilfrid Lancaster in 1970 and J. L. Divlbiss in 1971. Divlbiss held degrees in electrical engineering and was affiliated with the University's Coordinated Science Laboratory as principal research engineer prior to joining the School faculty. Lancaster studied librarianship in England and held various positions in both public and special libraries in England and the United States. He gained considerable expertise in information retrieval as a consultant with Herner and Company and Westat Research as well as in the position of information systems specialist at the National Library of Medicine. Prior to joining the Illinois faculty, he had already completed a text on information retrieval (Lancaster, 1968), the first of many books.

Contributing to a collection of papers to establish a framework for future planning and for the improvement of professional education in library and information science, Lancaster (1973) addressed the place of information science in the library school curriculum. The ideas presented in

this paper provided a blueprint for the approach to curriculum development that emerged at Illinois and also served as a precursor for themes that Lancaster would address in subsequent publications and curriculum proposals. He described the steps in what he termed the "documentary information transfer process" (p. 123) and argued that "we must get away from our present 'institutional' approach to library education and devote more time and effort to instructing students in methods of information transfer in general" (p. 125). He felt that library school curricula should provide all students with at least an introduction to those aspects of information science most relevant to library services. In addition, he suggested that the curriculum should provide a core of information science courses to allow a student to obtain a degree in library science with a specialization in information science. The specific areas identified were:

1. Application of modern technology to library problems. This includes automation of technical processes in libraries, reprography and facsimile transmission, networking, use of telecommunications in general, and fundamentals of computers and computer programming.
2. Application of scientific methodologies to library problems. This includes systems analysis and relevant techniques from management sciences, industrial engineering, and operations research. Cost-effectiveness analysis and PPBS techniques might be included here.
3. Current approaches to the design and implementation of information services. This includes modern methods of information storage, retrieval and dissemination, including equipment considerations, indexing and abstracting, construction and use of controlled vocabularies, searching techniques, studies of users and user needs, and evaluation of information services. (pp. 126-27).

He foresaw the increasing level of automation in all types of libraries and the need for all graduates to adapt to work in an automated environment at some point in their careers. He anticipated the increasing importance of online resources

in reference work, with bibliographic databases and online catalogs eventually supplemented with full text.

A common pattern of curriculum development at Illinois was individual initiative in introducing courses as sections of LS 450, "Advanced Topics in Librarianship," with many later proposed as permanent and independent courses in the curriculum. Courses introduced by Lancaster in the first part of the decade included LS 444, "Evaluation of Information Services" (later changed to "Measurement and Evaluation of Library Services"), LS 445, "Vocabulary Control of Information Retrieval," and LS 450M, "On-Line Systems" (later LS 431, "Online Information Systems"). Divilbiss introduced LS 416, "Advanced Library Automation," teaching students how to program using the PL/I programming language, and LS 450Y, "Systems Analysis" (later LS 417, "Techniques for Managerial Decision Making"). The latter included an assignment in which the students carried Divilbiss's handcrafted random alarm mechanisms (familiarly called "beepers") as a case study in analyzing how personnel spend their time. Other faculty and students became accustomed to the beepers sounding at random intervals during classes.

There was also experimentation with the use of technology in other courses in the curriculum. The University of Illinois was a pioneer in computer-assisted instruction (CAI) and Kathryn Luther Henderson developed, tested, and evaluated computer-based educational materials for cataloging on the PLATO CAI system in the early 1970s. A master's student who took courses with both Lancaster and Divilbiss in the 1971-72 school year, I joined the faculty in fall 1977 after gaining work experience as a trainee in computer librarianship and pursuing further graduate study in information science. My teaching assignments included LS 416, LS 445, and LS 450M. Students in LS 450M, "On-Line Systems" had a laboratory component for the first time in spring 1978, searching the BRS system that was also coming into use in the University Library. As the School's terminal was housed in my office

on the fourth floor of the Library, students completed their online lab exercises there under my supervision.

In 1979, Charles H. Davis, an information scientist who had worked at Chemical Abstracts Service and taught information science courses at four other universities, became the new dean of the School and encouraged further development of courses in information science. He had already authored texts on computer programming for libraries (Davis, 1974) and information retrieval in chemistry (Davis & Rush, 1974, later translated into Japanese). These have been followed during his tenure at Illinois with *Guide to Information Science* (Davis & Rush, 1979, later translated into Chinese) and two more editions of the programming text (Davis & Lundein, 1981; Davis et al., 1988).

Lancaster as Author

While developing courses over a twenty-year period, Lancaster authored several texts, often using the drafts with his students before they were published. Topics covered included vocabulary control (1972; 2nd edition, 1986), measurement and evaluation of library services (1977; 1988; Baker & Lancaster, 1991), investigative methods in library and information science (Martyn & Lancaster, 1981), information retrieval systems (2nd edition, 1979), indexing and abstracting (1991), online information retrieval (Lancaster & Fayen, 1973), paperless information systems (1978), and libraries and librarians in an age of electronics (1982). Several of these texts have been translated into foreign languages, including Arabic, Chinese, Japanese, Russian, and Spanish. In a comment in his biographical profile in *Contemporary Authors* (1987), Lancaster offered one explanation for his productivity as an author: "I am writing books as quickly as possible in the firm belief that the book printed on paper has a limited life expectancy. The printed book will be replaced by new forms of communication/expression more suited to the age of electronics" (p. 278). Hewitt (1986) provided this assessment: "The more general significance of Lancaster's work results

from his ability to combine a rigorous and thorough approach with a clarity of expression that renders advanced concepts of information retrieval accessible to the student and the practicing librarian without oversimplification" (p. 429). One indication of Lancaster's influence beyond the School is citations to his work. For example, Hayes (1983) determined that Lancaster was the most highly cited individual among tenured-level faculty in schools of library and information science with master's degree programs accredited by the American Library Association.

The 1980s

The increasing importance of information science in the curriculum was signaled by the School's name change to the Graduate School of Library and Information Science (GSLIS) in 1981. The report for information submitted to the University's Board of Trustees on February 19, 1981 stated in part:

The change recognizes that library and information science now have become one discipline. The curriculum of the School includes not only traditional library science courses but also a growing number of courses which either originate in information science or represent a merger of the two areas of study.

Divilbiss and Lancaster continued to introduce new courses: Divilbiss taught LIS 450CC, "Telecommunications" and Lancaster taught LIS 450II, "The Electronic Age and Its Implications for Libraries" (following completion of a two-year National Science Foundation sponsored study on The Impact of a Paperless Society on the Research Library of the Future), LIS 450AP, "Use and Users of Information," and LIS 450QQ, "Bibliometrics." As the number of information science courses grew and the demand for them increased, other faculty shared in the teaching. Davis taught LIS 416 and LIS 429. Debora Shaw, a faculty member from 1984 to 1988, taught LIS 415, LIS 429, and LIS 431 as well as a section of "Advanced Topics in Librarianship" (LIS 450) on database design. Prudence

Dalrymple, a faculty member from 1988 to 1991, also taught LIS 429 and LIS 431. Martin Siegel (faculty member, 1986-1990), who held a joint appointment in Educational Psychology, the Computer-based Education Research Laboratory, and GSLIS, introduced a course on "Interactive Systems Design" (LIS 450C), and I taught a course on "Advanced Information Science" (LIS 450AH). With Divilbiss's retirement in 1987, there was a need for someone else to take responsibility for the courses that he had developed. J. Brett Sutton and Bryce Allen, who joined the faculty in 1988, both contributed to information science education with Sutton teaching LIS 415 and LIS 429 and Allen teaching LIS 415 and LIS 417. This generation of faculty had all gained experience working with information technology in library positions held before pursuing their teaching careers.

While the course numbers remained the same or changed from LIS 450 to separately numbered courses during this decade, the course content continued to evolve to reflect changes in information technology and library practice. Examples included the use of CD-ROM (Dialog OnDisc) for some of the basic instruction in the Dialog command language prior to having students search databases online; the change from PL/I to Pascal as the programming language in LIS 416; and the use of microcomputers for assignments in database development in LIS 415.

Curriculum Review

In the 1983-84 academic year, a committee of faculty and student representatives chaired by Lancaster engaged in a long-range curriculum review to develop a framework for significantly restructuring the curriculum based on the concept of the information transfer cycle. Lancaster (1989) presented the recommendations of this review at a 1988 seminar in Taiwan. Citing Borko's (1968) definition of information science, he argued that the curriculum must deal with all components of the information transfer cycle (information producers and users, primary distributors such as publishers, and secondary distributors such as libraries) because they

interact and because knowledge of these interactions is important for the efficient design and management of information services. This view for the curriculum would not be limited to a library perspective, would emphasize the commonality of all types of information services, and would take subjects grafted onto the curriculum of library schools in the past twenty years (e.g., automation, systems analysis, information retrieval, bibliometrics) and integrate them more fully. The information transfer cycle concerns all phenomena involved in the transfer of information from the producer to the consumer. Areas of study include: (1) uses and users of information; (2) production and distribution of information; (3) collection and storage of information sources; (4) recording and representing information; (5) accessing information; (6) delivering information; (7) interpretation of information; (8) management and leadership; and (9) research methods. While the GSLIS faculty did not proceed with a curriculum revision along the lines suggested, some of the proposed content was incorporated in existing courses to give students this broader perspective.

The 1990s

The 1990s have begun with the addition of more faculty whose research and teaching interests are in information science. Martha E. Williams, a research professor who has directed the Information Retrieval Research Laboratory in the Coordinated Science Laboratory of the College of Engineering at Illinois since 1972, began teaching half-time for the School in fall 1991. Williams is internationally known for her research in information retrieval and her role as editor of the *Annual Review of Information Science and Technology* (1976-), *Online Review* (1977-), *National Online Meeting Proceedings* (1980-), and *Computer-readable Databases: A Directory and Data Sourcebook* (first edition, 1976). She initially taught LIS 431 but plans to develop other courses on the information industry. Gregory Newby, from Syracuse University's School of Information Studies, also began teaching in fall 1991 with responsibility for LIS 415 and LIS 450C.

Curriculum review is proceeding with examination and revision of clusters of courses. Those courses related to reference were the first to be reviewed, resulting in creation of a new course, LIS 404, "Reference Sources and Services," that includes instruction in online searching. LIS 431 thus became a more advanced course and students could take advantage of online searching in completing assignments in other reference courses as well. In the 1991-92 academic year, a faculty subcommittee, including Allen, Dalrymple, Davis, Newby, Smith, Sutton, and Williams, began reviewing the information science/automation courses by revising course descriptions of LIS 415, LIS 416, and LIS 429 to reflect their current scope. This process will continue with review of other related courses. Concurrently, at the initiative of Newby and his graduate assistant David Micko, noncredit computer skills workshops were developed and offered for the first time in 1992. They are designed to introduce students to basic computer skills and to familiarize them with the computing resources of GSLIS, UIUC, and other sites accessible through the School's network. The intent is to equip all students with the skills needed to make effective use of available information technology.

FACILITIES AND EQUIPMENT

In 1969, the School established a Learning Resources Laboratory (LRL) to house instructional and audiovisual materials. As long as programming courses involved working with mainframe computers, students used campus facilities, first to punch cards for input and later to use interactive terminals. Similarly students had to go to locations housing PLATO terminals to complete the computer-assisted instruction lessons on cataloging developed by Henderson and to the Library's cataloging department to work on OCLC terminals. When the School finally did acquire one or two terminals for accessing remote computers, they were housed in faculty offices for lack of other suitable space in the School's quarters in the University Library. The move to David Kinley Hall (DKH) created space for a terminal room, initially housing several print and CRT

terminals, a PLATO terminal, and an OCLC terminal. It was separated from the LRL which was still devoted largely to audiovisual equipment and collections. The LRL shared a suite of rooms with the doctoral study at the south end of the fourth floor. The facilities allowed demonstrations and use of online systems to be integrated into a growing number of courses in the curriculum and additional recurring allocations of funds were given to the School to pay fees for access to fee-based systems. All computer equipment was consolidated in the LRL a few years after the School's move to DKH.

The first microcomputer, a Radio Shack TRS Model 16, was acquired in summer 1982. The next decade was marked by substantial growth in equipment owned by the School. With the encouragement of Dean Leigh Estabrook in 1986, the campus administration negotiated the donation of a local area network by AT&T with minicomputers supporting a terminal or computer for each faculty and staff member as well as several workstations for students in the LRL. Additional budgetary support from the campus administration allowed the School to hire a full-time staff member, Kent Yates, with the technical expertise required to support use of the new equipment. The School competed successfully for campus computer fund money, obtaining a grant to acquire additional workstations and CD-ROM drives. The School subscribed to the ERIC CD-ROM database available from Dialog and solicited donations of sample CD-ROMs from other vendors. Equipment was gradually upgraded and a new minicomputer, christened Alexia, was acquired to manage the local area network. Although the name Alexia was intended as a derivative of Alexandria, location of a great library in antiquity, it was later noted that the word "alexia" actually means "a form of aphasia characterized by loss of ability to read," thus a somewhat unusual choice for a library school machine name. In spring 1991, the doctoral study was moved to the north end of the fourth floor and several new workstations were installed in the expanded LRL. The new computer room

was christened Oz, with its six machines appropriately named Wizard, Dorothy, Toto, Tinman, Scarecrow, and Cowardly Lion. The original computer room became Kansas, housing an array of equipment including several IBM-compatible computers, two Macintoshes, a PLATO terminal, two OCLC terminals, several CD-ROM drives, two network terminals, and various printers.

The network now supports a variety of services, including electronic mail and bulletin boards, word processing, access to the Library's online catalog and other remote systems, and connections to information resources via the Internet. It has supported the development of new services, such as an online placement database. All students are now encouraged to become registered users of the School's network, and faculty increasingly make use of the network and other LRL resources to enhance instruction. To provide extended hours of access to the LRL, both paid graduate assistants and student volunteers staff the facility daytime and evening hours during the week and many hours on weekends.

Just as the facilities and equipment of the School gradually improved, the University Library became increasingly automated. Under the leadership of Hugh Atkinson, the Library introduced an automated circulation system (LCS) that allowed University Library users to check out books from any of the several cooperating academic libraries, an online catalog (FBR), use of OCLC, and online searching. In the past few years, many CD-ROM databases have been acquired, including Library Literature in the Library and Information Science Library. Development of new computer-based services has continued under the leadership of David Bishop. In 1991, the Library introduced an enhanced online catalog, IO Plus, with the capability to search a number of databases, such as several Wilson indexes, in addition to the Library's holdings. As users of, and graduate assistants in, the University Library, students have thus had first-hand experience with a variety of computer applications. Computing and communications technology became much more pervasive on the UIUC campus in the

1980s (Randall, 1991), and faculty and students benefited from this by experiencing rather than simply reading about both the possibilities and the problems of this new technology.

CONFERENCES

The Clinic on Library Applications of Data Processing has been an important facet of information science education at Illinois. For those faculty, students, and practicing librarians in attendance, it has offered an opportunity to learn through formal lectures and through informal exchanges with speakers and other attendees. Through the published proceedings, a much wider audience benefited from the expertise shared by the speakers. The choice of the name "clinic" reflected the original intent—individual case reports of the experience of various libraries in developing automated applications. While the number of conferences devoted to aspects of library automation has grown, the Clinic has continued to fill a unique niche, giving attendees in-depth exposure to new trends and approaches.

The first seven Clinics (1963-1969) dealt with data processing in relation to all major aspects of library operations; there were no unifying themes in any of them, but all were published. Three different individuals served as editors of those early volumes: Goldhor (1963-1964, 1966), Jenkins (1965), and Carroll (1967-1969). Beginning in 1970, each Clinic had a theme concerning a specific aspect of library data processing. Appendix VI identifies these themes together with the names of editors of the corresponding Clinic proceedings. In 1988, to mark the 25th anniversary of the Clinic, three faculty members presented retrospective papers discussing trends in the treatment of public services (Smith, 1991a), technical services (Henderson & Henderson, 1991), and management (Rubin, 1991) by Clinic speakers over twenty-five years.

AMERICAN SOCIETY FOR INFORMATION SCIENCE

The American Society for Information Science (ASIS) is the major U.S. professional association concerned with

information science. The University of Illinois has had an ASIS student chapter since 1977, begun at the initiative of master's student Barbara A. Rapp with my support as the faculty advisor for the group. The group has continued to provide programming over the years to complement the information science course work in the School and has been advised at various times by Shaw, Siegel, Dalrymple, and Newby as well as myself. Activities have included sponsorship of speakers, tours, and demonstrations. In 1987, the group received the first Student Chapter-of-the-Year Award in recognition of their outstanding schedule of activities.

Two faculty members have led ASIS as president: Davis in 1982-83 and Williams in 1988. Many other faculty have been active in ASIS, presenting papers at meetings, contributing to publications, and serving on various committees. Davis received the Watson Davis Award in 1978 in recognition of his outstanding continuous contributions and dedicated service to the Society.

A number of other ASIS awards are indicative of the quality of information science research and education at Illinois. Both Williams (in 1984) and Lancaster (in 1988) received the Award of Merit, the Society's highest honor. Lancaster received the first Outstanding Information Science Teacher Award in 1980 and I was likewise recognized in 1987. An M.S. and C.A.S. graduate, Dudee Chiang, received the Best Student Paper Award in 1987, and four doctoral students have been recognized with the ISI Information Science Doctoral Dissertation Scholarship: Susan Bonzi (1982), Carol Tenopir (1983), Danny Wallace (1984), and Gail Thornburg (1985). Lancaster has won numerous publication awards from ASIS: the Best *JASIS* Paper Award in 1969 and the Best Information Science Book Award in 1970 (for *Information Retrieval Systems*), in 1974 (for *Information Retrieval Online*), and in 1978 (for *Toward Paperless Information Systems*). In addition to contributing to the research literature on information science, Bonzi, Tenopir, Wallace, and Lancaster all wrote chapters for a tutorial book edited by another GSLIS

doctoral graduate, John Olsgaard (1989), on *Principles and Applications of Information Science for Library Professionals*.

CONCLUSION

As this brief history suggests, information science education at Illinois has emphasized what Buckland (1978) has termed "library-and-information-science," a phrase that "helps us to get away from the stultifying polarization of librarianship versus information science" (p. 16). While there have been clusters of courses labeled "information science," most students have included at least one of the courses in their programs of study since the courses were first introduced in the 1960s. In addition, concepts associated with information science and applications of information technology have been integrated into other courses in the curriculum, from the core to the doctoral seminars. While only a small proportion of the faculty had responsibility for information science courses in the 1960s (primarily Jenkins and Carroll) and the 1970s (primarily Lancaster and Divilbiss), several different faculty were involved in information science education and research beginning in the 1980s. Since 1963, the faculty has contributed to information science education of both librarians and students elsewhere through organization of continuing education activities such as the annual Clinic on Library Applications of Data Processing and through publication of conference proceedings and textbooks. The School has received University support to enhance its equipment, both hardware and software, and benefited from its location on a campus with a rich computing environment and a Library with many computer-based services.

In the Winter 1984 issue of *Library Trends* on atypical careers and innovative services in library and information science, Lancaster (1984) explored the implications for library and information science education, concluding: "This is a time of change, a time of turmoil, a time of excitement, a time of challenge for the profession. I hope we show ourselves equal to the challenge" (p. 348). In order to maintain its leadership in information science education, the School will

have to respond to a number of challenges. They include: (1) to continue to attract and retain outstanding faculty involved in information science teaching and research; (2) to continue curriculum development, anticipating new roles for librarians and new opportunities for information professionals outside of libraries; (3) to internationalize the curriculum where appropriate (Borko & Goldstein, 1987) in order to better respond to the needs of the increasing number of international students enrolled in GSLIS courses and to provide a broader perspective for American students; (4) to maintain the necessary support for facilities and equipment so that students can experiment with newly developed information technologies and applications in order to understand their capabilities and limitations; and (5) to insure that experience with information technology is integrated with discussion of theoretical, social, and philosophical issues.

The Windsor lectures have focused on information science and technology at twenty-year intervals: Ridenour, Shaw, and Hill on "Bibliography in the Age of Science" in 1950; Robert M. Hayes on "Some Implications of Information Science for Large Research Libraries" in 1970; and William V. Jackson and Herbert S. White on "Technology and Librarianship" in 1990. As noted in the introduction, Shaw (1951) cautioned that machines "will serve only to do more of what we have been able to do in the past...until we learn just what it is that we need to achieve so that we know how to instruct the machines" (p. 70). Forty years later, White, in titling his lecture "Technology: A Means to an End Only if You Can Agree on the End," made a similar point. To realize the potential of information technology, information science education must continue to explore ends as well as means.

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1. The First Class, 1893-94



2. The First L. S. Room, Altgeld Hall, 1900



3. The Class of 1900—Junior Year



4. The Class of 1911—Junior Year



5. Library Club, December 1912



6. The Senior Class, 1921



7. Advanced Students, ca. 1929



8. Summer Session Students, 1930



9. Robert B. Downs and Class, 1947-48



10. Herbert Goldhor and Buildings Class, late 1940s



11. Corridor Outside L.S. Library, ca. 1948



12. Library Science Library, ca. 1948



13. Allerton Conference, early 1950s



14. First Beta Phi Mu Initiation, 1948



15. Rose Phelps and Student, early 1950s



16. Frances Jenkins and Class, early 1950s



17. Robert B. Downs and C. Walter Stone, late 1950s



18. Public Library Club, late 1950s



19. Rose Phelps's Retirement, 1958 (seated l. to r.: Bond, Phelps, Boyd; standing: Lancour, Downs, Wiles, Jenkins, Windsor, Lohrer, Stone)



20. Faculty, 1955-56 (seated l. to r.: Phelps, Hostetter, Eaton, Lohrer, Jenkins; standing: Jackson, Strout, Downs, Wiles, James, Lancour, Goldstein)



21. Harold Lancour, late 1950s



22. Dewey Carroll, early 1960s



23. Herbert Goldhor and Barbara Donagan (Publications), 1960s



24. L.S. 434 at Illinois State Library, mid-1960s (seated left, with pipe: Don Strout; seated right, from right: J. Clement Harrison, Jessie Carney Smith, Alice Norton)



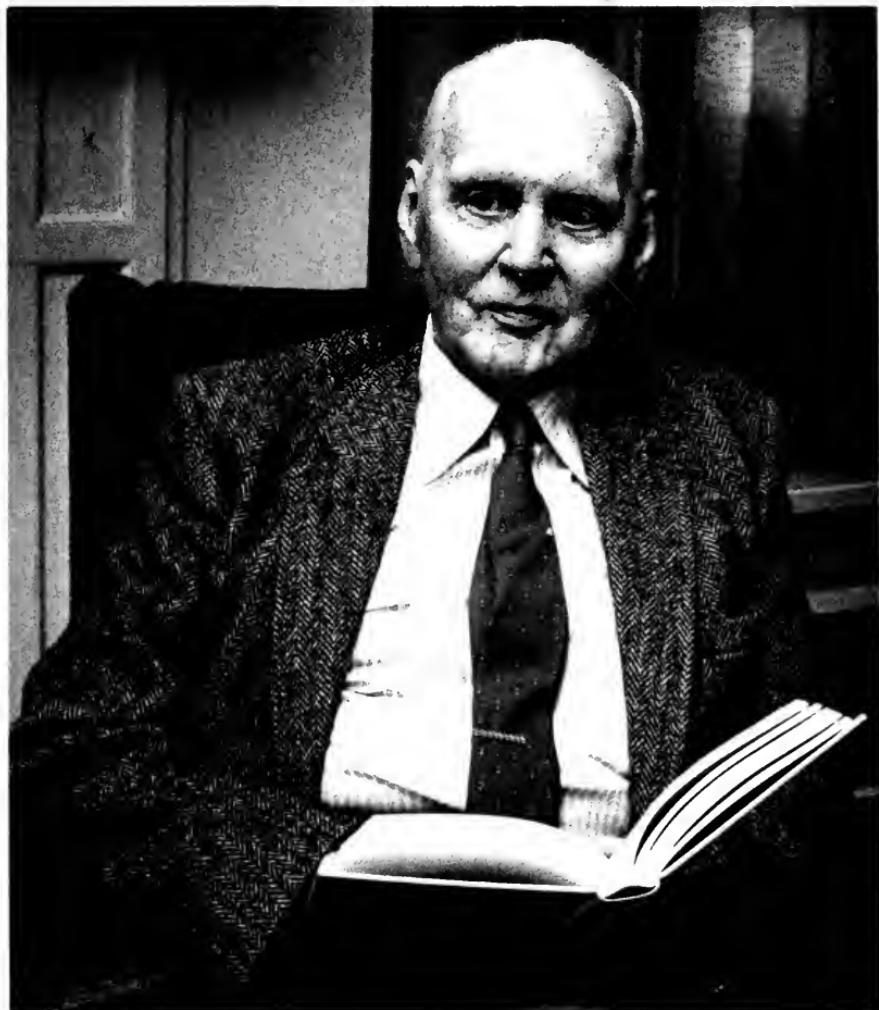
25. Alice Lohrer's Retirement, 1974 (l. to r.: Lewis Steig, Harold Lancour, Lohrer, Robert B. Downs, Herbert Goldhor)



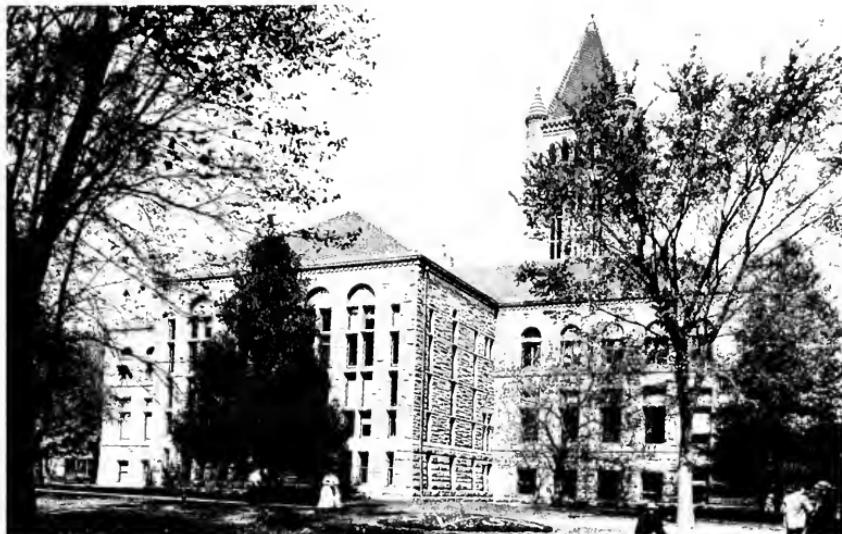
26. Faculty, 1966 (seated, l. to r.: Conway, Schultz, Ladley, Lohrer, Jenkins; standing: Spence, Goldstein, Stevens, Downs, Goldhor, Field, Carroll, Henderson)



27. Faculty, 1973-74 (seated, l. to r.: Goldhor, W. Allen, Lohrer, Henderson, Wilkens, Bonn; standing: Stevens, Draper, Thomassen, Schlipf, Brown, Krummel, Divilbiss, Lancaster, Wert)



28. Robert Bingham Downs, 1903-1991



29. Altgeld Hall, site of the Library School from 1897 to 1926



30. Main Library, site of the Library School from 1926 to 1979, and David Kinley Hall, site of the Library School from 1979 to 1993



31. Faculty, 1992 (front: Smith, Estabrook, Henderson; middle: Sutton, Lancaster, Richardson, Bishop, B. Allen, Bradley, Davis; rear: Newby, Williams, Weech, Krummel)



32. New site of the Library School (1993-), formerly the Acacia House

9 CHILDREN AND YOUTH SERVICES

Education for Librarianship

MARY E. FORBES

In 1897, when the Library School moved to the University of Illinois campus, children's rooms in public libraries were just beginning to open. Services to children and the quality of the books they read were becoming major concerns of the day. William Fletcher, in *Public Libraries in the United States of America* (1876), had written that the public libraries would fail in an important part of their mission if they neglected to serve children. Most subscription and privately endowed libraries did not admit children until state laws converted them into public libraries. In Illinois, the Illinois General Assembly passed a bill for tax-supported libraries in 1872.

Between the establishment of the University of Illinois Library School and the Williamson Report in 1923, a climate of support and recognition for children's services was created by a multitude of events. Anne Carroll Moore presented the first paper on "Specialized Training for Children's Librarians" at the Chautauqua Conference in 1898. One year later, Pratt

Institute Library School added a course for children's librarians (Federici, 1986, p. 962). By 1901, the Training School of Children's Librarians at Carnegie Library in Pittsburgh opened with a \$5,000 per year donation from Andrew Carnegie, offering a two-year course with a certificate the first year.

In 1920, the American Library Association (ALA) Section for Children's Librarians approved plans for a national Children's Book Week. The establishment of a special week gave national stature to a concern for children's reading. The first children's editor for a major publishing house was appointed by MacMillan in 1919. The first Newbery Medal Award was given in 1922. In 1924, the *Horn Book Magazine* was founded in Boston, and Anne Carroll Moore began editing a weekly page for children's books in *The New York Times*.

During this period, children's librarians tended to be staff members with a desire to help children or were simply appointed to the position regardless of their qualifications or interests. Few children's librarians had professional training. As the need for education in this area became recognized, Illinois and Chicago were among the first university schools to include courses on library services to children.

The University of Illinois, as with most other schools, stressed organization and technical training. It also stressed cooperation with other libraries; this was considered an important part of the student's practice work. In 1899, the Champaign Public Library opened a children's room supervised by Library School seniors who worked there two hours every afternoon during the school year. The students developed their own ideas for reading lists, bulletins, decorations, and holiday celebrations. They also made lists of books for the various grades of the public schools (University of Illinois State Library School, *Report and Student Records*, 1893-1903, p. 24).

The University of Illinois State Library School *Annual Report* for 1906 lists Edna Lyman Scott, children's librarian at Oak Park Public Library, as presenter of lectures on the following topics: children's interests, development of children's

literature, selection of books for children's libraries, children's librarianship, libraries and the schools, and cataloging and classifying children's books. These topics mirrored the concerns of the day and are reflected in the coursework for library education in children's services even today. Scott continued presenting her series of lectures to seniors and juniors until 1919, when she declined her appointment. The lecture series continued with other presenters (University of Illinois, 1906).

In a 1915 report issued by the committee on library training, the ALA noted that the University of Illinois devoted four class hours and eight preparation hours to school libraries. (This formed a part of a library extension course given the first year and required of all juniors.) Occasionally senior students were assigned to high school libraries for four weeks of field work (Wert, 1968).

By 1914, the School was offering six-week elementary courses in library economy in summer session. These courses did not count toward a degree but were designed to provide training for personnel of smaller libraries. These courses were a forerunner for summer programs for school librarians.

According to the faculty minutes of June 20, 1920, the faculty discussed possibilities for lectures in the areas of children's literature, and in administration and work in high school libraries. In 1922, about the same time that the Williamson Report was being published with its recommendations for offering specialized training for high school librarianship and children's work, Illinois began offering an elective credit course, "High School Library Management." The course, taught by Ruth Sankee, the University High School librarian, was elected by a number of juniors in the second semester.

The Williamson Report also focused on the long-recognized need for specialized training for library work with children. Under the plan of organization proposed, specialized training for reference work with children would be given as a second year of library study consisting of some technical library school courses, attention to literature for children, thorough courses in education, child psychology, and the relationship

of the public library to the public school (Williamson, 1923, p. 95).

The rising emphasis on children's services nationwide was having an impact on the School. In faculty minutes from November 12, 1928, the first subject proposed for consideration was the possible readjustment of courses in children's literature, and it was recommended to try an elective course in the summer of 1929, providing a good person could be found. The suggestion was made to secure Jessie Gay Van Cleve as lecturer. Van Cleve joined the faculty in 1924. She was an assistant editor of *Booklist*, a specialist in children's literature for ALA, and was chairman of ILA's Children's Libraries Section. Van Cleve was typical of the high calibre of lecturers attracted to the School as experts in the field of children's services.

The 1930s saw the development of picture books, the first Caldecott Medal in 1938, and the separating out of circulation statistics to show children's books. An early survey in Illinois shows 40% to 50% of total circulation was juvenile books. Large libraries in Illinois, such as the Chicago Public Library, appointed directors of children's services for public library branches and directors of school library services, which were part of the public library services at that time. Yet, many children's librarians still had no education in librarianship. With growth in library services came recognition of the need for standards of service. The White House Conference of 1930 recommended that librarians working with children have a minimum of one year's special education at an accredited library school (Wert, 1968). The Library School at Illinois offered its first summer program specially designed for school librarians in 1931. In 1933, ALA adopted the first standards for public libraries (Frederici, 1986, p. 968).

In 1933, the faculty decided that "a new course which would probably be called Library Science 49, 'Children's Literature,' meeting twice weekly with a weighting of two hours, was to become part of the second semester curriculum beginning in 1934." The course was to be taught by Marie Hostetter. Hostetter came to the School in 1926; she was

the first associate professor who would teach the courses in library work with children. The course was elective, especially recommended to students who planned to do public library or school work (University of Illinois State Library School, 1933).

Prior to this time, the State of Illinois had no special qualifications for teacher-librarians or full-time school librarians (Wert, 1968). This was despite the fact that leadership for the development of national standards came from Illinois. In 1918, standards were adopted by the North Central Association, the National Education Association, and ALA. Among those primarily responsible was Professor Charles Hughes Johnston from the Department of Education at the University of Illinois. The standards covered all phases of the library program as well as the qualifications of the librarians. Not until the late 1930s and 1940s did the State's qualification begin to come close to the standards, and not until 1958 was any mention made beyond certification of a recommended "minimum of sixteen hours of library science" (Wert, 1968, pp. 868-69).

One of those attending the lecture series on library work with children was Alice Lohrer, who recalled recently: "In the summers of the 1930s I studied under Althea Currin and Elizabeth Nesbitt. They opened doors of understanding in the teaching of materials for children and young adults, storytelling, and the History of Children's Literature" (Lohrer, 1992). Lohrer came to the University of Illinois in 1941. Under her direction, the nature and scope of the coursework for children's services began to expand and change. Her primary interest was the development of the school librarian program, and she strongly promoted cooperation between school and children's librarians. She promoted courses in studies in reading and library materials for adolescents and children. New courses were recommended on the "History of Children's Literature As Seen Through the Social Order" and "Storytelling." The emphasis on materials included multimedia resources and services for children in public and school

libraries. Interest in this field from all over the state resulted in the development of extension classes primarily for school librarians in the 1930s and 1940s (Lohrer, 1992).

The curriculum committee in 1947 gave serious consideration to major changes in professional developments and in higher standards for library services. The report recognized the "demand, not only for technical competency, but for vision, imagination, courage and professional enthusiasm." The report acknowledged that education had moved a long way from the controlled apprenticeship of individual library training classes, and that library schools needed to offer professional education on the college and post-college level in the principles and philosophy of librarianship.

In 1953, Alice Lohrer edited the third issue of *Library Trends* on the subject of "Current Trends In School Libraries." The subject of the first Allerton Institute in October of 1954 was school library supervision. This Institute was offered to help school librarians obtain a comprehensive view of the present state of their profession. In the foreword to the brochure, Dean Robert B. Downs stated that a new professional was emerging, the school library supervisor. Like the new professions, he said, the supervision of school libraries was in a state of change and procedures were still being established.

In 1954, the first report of the dean issued since 1948 stated

that the question of specialization has come up again, and continues to be insistent. There were courses listed, including specialization for work with younger readers, but it is felt that some of these are pretty feeble—specialization has to mean more than this or it means little indeed. For this reason, I turned to the faculty this year with suggestions to strengthen...the training of librarians who serve children and young people.

The disturbing fact is that the nation is falling down in no phase of library work more surely than in failing to supply enough qualified personnel in this strategic field. (University of Illinois School of Library Science, 1954)

In February, Thelma Eaton had distributed notes on the results of questionnaires mailed to school graduates. The consensus in the replies of children's and school librarians was that they should "not have courses such as are given to other people, but should have special courses set up for their needs. In reality, you're training everyone for a university library with a few crumbs thrown to us who happen to be misguided enough to choose a career in public or school libraries."

The 1954 report of the dean discussed the formation of a committee consisting of Hilda Grieder, Robert D. Leigh, and Winifred Linderman to develop plans for enlarging the University's contribution to children's services. Professor Frances Henne was chosen to join the faculty and assist in developing an educational program. Professor Henne, widely respected because of her scholarship in this field, was given a leave of absence from the University of Chicago. (The *Bulletin of the Center for Children's Books* was begun at the University of Chicago Graduate Library School under the direction of Professor Henne in 1945.)

By this time, school librarians were becoming specialists as distinguished from children's librarians in public libraries. In *Major Problems in the Education of Librarianship*, Leigh (1954) points to two distinct patterns of education emerging, one for public librarians and another for school librarians. Public libraries did not require courses on education and psychology for employment; and, as public librarians depended on graduate library schools for their employment, these courses were not provided. But teacher certification required education and psychology, so teacher-librarians turned to teacher education institutions for these requirements (Leigh, 1954, p. 11).

The standards adopted in 1952 through the cooperation of the Bureau of Education for Librarianship, ALA, and the American Association of School Librarians simplified school librarianship, but Leigh remained concerned about the education of children's librarians, and the prospect of competition in terms of recruitment (Leigh, 1954, p. 74).

In 1951, Sara Fenwick and Ruth Ersted at the University of Chicago conducted studies to determine the essential educational needs of school librarians and public librarians working with children. They proposed a common program of studies, discussing curriculum and problems of accreditation and certification (Leigh, 1954, pp. 74-75; Fenwick, 1951).

In the 1950s, Unesco inaugurated a worldwide clearinghouse for cultural activities including children's library services. The Illinois State Library added a consultant in children's services to the staff by 1958 (Federici, 1986, p. 969).

In 1958, the Allerton Institute was dedicated to public library service to the young adult (YA). Issues discussed were the young adult in current society and as a reader, standards, and legislation for public library service to YAs. The proceedings were not published.

In the faculty minutes for January 6, 1960, Thelma Eaton inquired about a graduate program in books for children and young people for those students going into public library work. In planning teaching areas for a third faculty person, mention was made of criticism of the program for not giving enough preparation for public librarianship and the need for this area to be strengthened. It was suggested that candidates for consideration have a public library background and interest in children's work.

The appendix to the *Annual Report*, April 7, 1960, noted that two of the service courses, Library Science 303, "Library Materials for Children," and 304, "Library Materials for Adolescents" (since 1928) dealt with a rapidly developing field; and that the enrollment totaled 250 each year (University of Illinois, 1960).

As Lohrer became involved in the high school librarianship programs, teaching extension courses and international consulting, Winifred Ladley and Cora Thomassen, both with backgrounds in school librarianship and children's services, joined the faculty in 1961. Ladley's love of storytelling was well-known. In 1963, she edited an issue of *Library Trends* on "Current Trends in Public Library Service to Children" (Ladley, 1963).

There would not be another issue of *Library Trends* dedicated to this topic for twenty-five years.

In the 1960s, Alice Lohrer undertook a nationwide study that resulted in the publication of *The Identification and Role of School Libraries that Function as Instructional Materials Centers, and Implications for Library Education in the United States* (Lohrer, 1970). While at the University, Lohrer gained a national reputation for her work in the field of school librarianship. She received the first Illinois Association of School Librarians Award for outstanding contribution to school library media services in Illinois.

In eleven years, the library school at the University of Illinois sponsored three conferences and institutes for school librarians: one section of the Institute on New Library Trends, held in 1952, the 1954 Institute on Supervision of School Libraries, and in 1963, the title of the tenth Allerton Institute was "The School Library Materials Center: Its Resources and Their Utilization."

In 1964, *Standards for Children's Services in Public Libraries* was published by the ALA. The document recommended the following qualifications for personnel: the children's librarian must have at least five years of formal education beyond high school, including graduation from an accredited library school; training should include special courses in library service to children; the coordinator of children's services must be qualified by graduation from an accredited library school; and six to eight years of professional library experience, including four years of work with children in a public library and two years in a consultant or supervisor capacity.

The papers presented at a 1970 conference on education for librarianship held at the University of Illinois were edited by Herbert Goldhor in *Education for Librarianship: The Design of the Curriculum of Library Schools* (Goldhor, 1971). Sarah R. Reed, director of the School of Library Science at the University of Alberta, presented a summary of the curricula of fifty ALA-accredited library schools. Of the 525 electives in administration, 116 (22%) pertained to school librarianship,

and 55 (10%) to work with children and young people in school and public libraries. About half of the 55 courses pertaining to children were concerned with public library materials and programming; the rest dealt with *both* school and public library situations. Of the 186 elective courses in library materials, about three-fourths were dedicated to materials and services to young people (Reed, 1971, pp. 36-37).

Also at the conference, Lester Asheim talked about the emphasis upon more concentrated specialization as reflected in programs designed for school librarianship. He identified school librarianship and instructional media (or learning resources) as two fields of expansion. Asheim also talked about opportunities for continuing education such as workshops, institutes, and conferences offered by library schools. The topic mentioned most frequently was media and related subjects such as instructional materials centers (Asheim, 1971, p. 69).

Finally, Monroe cited the Leigh study of the late 1940s as the last full look at public librarianship. In 1970, of fifty-two accredited schools, "over a score" listed public librarians with administrative or reader services experience on their faculties. There were "two basic patterns of curriculum development in public librarianship: 1. reliance on a cluster of traditionality titled...courses that allow specialization in children's and young people's reading, collections and services, in adult...services, in administration, and 2. emergence of a few courses related to 'special publics': storytelling, public relations...mass communications, intellectual freedom...." Both categories were perceived as supplementing a core course program (Monroe, 1971, pp. 125-26). Further, library education must prepare librarians for their new community roles and the techniques of collaborative planning and action (Monroe, 1971, p. 122).

In 1978, *Statistics of Public School Library Media Centers* by Nicholas Osso, was published as University of Illinois Graduate School of Library Science Monograph #14 (Osso,

1978). This study of public school libraries and media centers was the first such survey since 1962. The areas covered included library collections, staffing, expenses, loan transactions, and physical facilities.

Throughout this period there remained a concern with guidelines and standards of children's services for public libraries and school libraries, with the focus on professional education both as part of a larger context of education for librarianship and with specific reference to education of school librarians.

In 1977, the Allerton Institute for the first time centered on children's services in public libraries. Professor Selma Richardson, who joined the faculty in 1974, edited the conference proceedings. In the introduction, she noted that the subject of children's services had not been treated at previous Allerton Institutes nor had it been addressed recently in an Institute format. The proceedings were to serve as "a self-assessment of the present status of the field and can be used to identify areas to be improved to strengthen the quality of children's services of public libraries" (Richardson, 1978b, p. ix). The year following the Institute, the results of Richardson's *Analytical Survey of Illinois Services to Children* (1978a) were published. The survey was a contribution to an area greatly lacking in research. Leslie Edmonds, youth services librarian at Rolling Meadows Public Library and a member of the children's librarian's section of the Illinois Library Association, joined the faculty at the University of Illinois in 1984.

In 1986, an Allerton Institute on Library Services to Children and Young Adults in the Information Age was held, and Edmonds edited the proceedings. The Institute was cosponsored by the School and by the three youth divisions of ALA: the American Association of School Librarians, the Association for Library Service to Children, and the Young Adult Services Division. The conference was supported by the World Book-ALA Goals Award Committee, and twenty Illinois participants received grants from the Illinois State Library to enable them to attend the conference.

The lingering and widespread assumption that library schools do not support youth services, which surfaces at various periods over the years, was intensified in the early 1980s with library schools closing, declining to fill faculty positions in this area, or transferring responsibility for the youth services curriculum out of the library school (Edmonds, 1989, p. 97).

A study by Margaret Bush and Melody Allen reported that there was encouraging evidence of a good array of regularly scheduled core courses in children's and youth adult services taught by tenured or tenure-track faculty, and the number of these positions was healthy if not large. The results of their survey were reported in *Library Trends* (Winter 1987), the first issue in almost twenty-five years to focus on services to children in public libraries (Allen & Bush, 1987).

The leadership of the Illinois faculty in children's and youth services is evident in the many contributions made over the years to professional associations and in the field of research. Through the years, the school has benefited from the activities of the excellent faculty it has recruited.

With the coming of the prestigious Center for Children's Books under the directorship of Betsy Hearne and its publication, the *Bulletin of the Center for Children's Books*, to the University in the fall of 1992, the Library School is reaffirming its support for the continuing quality in education of librarians for children's services.

APPENDIX I**Allerton Institutes Pertaining to Children and Youth Services**

- 1954.** Institute on School library supervision (proceedings unpublished).
- 1958.** Public library services to the youth adult (proceedings unpublished).
- 1963.** *School library materials center: Its resources and their utilization.*
- 1977.** *Children's services of public libraries.*
- 1988.** *Managers and missionaries: Library services to children and young adults in the information age.*

APPENDIX II

Children's and Youth Services Faculty

- 1905-1919** Edna Lyman Scott, lecturer
children's librarian, Oak Park Public Library
Chicago, Illinois
- 1924-1928** Jessie Gay Van Cleve, lecturer
assistant editor, *Booklist*
- 1926-1960** Marie Miller Hostetter, associate professor
- 1941-1974** Mary Alice Lohrer, professor
- 1961-1973** Winifred Ladley, professor
- 1961-1983** Cora Edna Thomassen, associate professor
- 1974-
present** Selma K. Richardson, professor
- 1974-1990** M. Leslie Edmonds, assistant professor
- 1992-
present** Betsy Hearne, associate professor director, Center for Children's Books

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F. W. LANCASTER

Over the last twenty years, several evaluations of schools of library and information science have been published. The fact that Illinois appears consistently close to the top of the rankings, and sometimes at the very top, must be attributed in large part to the strength of its doctoral program, to the reputation of this program within the profession, and to the fact that doctoral graduates from Illinois have been highly successful in obtaining positions of prestige and influence.

THE PH.D. PROGRAM: 1948-1981

Serious discussions regarding possible doctoral studies took place at meetings of the faculty of the Graduate School of Library and Information Science as early as 1945 and, on October 25, 1946, the "committee on Ph.D. program" presented its final report to the faculty on a course of study to be announced in the fall of 1947. The committee gave three reasons why such a program appeared necessary at that time: librarianship was seen to be growing as a "scholarly

field," librarians with Ph.D. degrees were sought for more important library positions, and demand for such a program existed among alumni of the School.

The doctoral program at Illinois was officially established on April 10, 1948, when the Board of Trustees of the University approved a "two-year graduate program beyond the master's degree leading to the degree of Doctor of Library Science (L.S.D.)."^{*} This program was listed in the 1948-1949 catalog of the School (*University of Illinois Bulletin*, 45, June 21, 1948, number 63).

While the degree was first identified as an L.S.D. (the Graduate School's Executive Committee had insisted on a "professional degree"), it had all of the characteristics of a research degree. As approved by the Board of Regents, all Graduate College requirements applying to the Ph.D. degree (relating to major and minor areas of study, residence, period of study, knowledge of languages, and preliminary and final examinations, as well as to the research itself) would apply equally to the L.S.D. In fact, the Board of Regents, at its meeting of April 19, 1951, authorized the replacement of the degree of Doctor of Library Science by a Doctor of Philosophy in Library Science, and this new title appeared in the 1951-1952 catalog of the School.

The School imposed its own requirements, beyond those of the Graduate College, for admission to doctoral studies: candidates should have a master's degree in library science from an accredited school or an "equivalent acceptable to the School" and should have had "a substantial period of acceptable professional library experience." This latter, somewhat imprecise requirement was later changed to two years of work experience after completion of the master's degree.

From the beginning, special courses for doctoral students were developed. In fact, the 1948-1949 catalog of the School

*With the closing of the Graduate Library School at the University of Chicago, the program at Illinois became the oldest in existence in the United States or, at least, co-oldest since the program at the University of Michigan was also established in 1948.

included eight courses, besides those associated directly with thesis research, that listed a master's degree in library science as prerequisite. These advanced courses covered academic library problems, public library problems, school library problems, education for librarianship, librarianship and society, problems in reference service, problems in cataloging and classification, and studies in reading. By the 1958-1960 catalog, however, the number of courses having the M.S. as a prerequisite had been reduced to five.

Changes in the Ph.D. program were made in the period 1948-1978, but these were of a relatively minor character. In substance, the program in 1977 differed rather little from the program that had existed in 1950. The course requirements were quite unstructured: the only course "required" of all students was LS 469, on research methods, although students were also expected to take a course in statistics before 469 or concurrently with it. In toto, a student had to complete a minimum of ten units of graduate courses, at least six of which had to be taken within the School itself. In addition, he or she had to exhibit competency in French, German, or Russian. The examination requirements were onerous: the preliminary comprehensive examination consisted of four three-hour sessions of written tests and one three-hour oral examination. Questions for the written examination could be submitted by any member of the faculty. Both written and oral examinations, the latter administered by a committee established by the dean or director of the School, could cover the entire range of library and information science. A doctoral candidate was also required to defend his or her research proposal before the entire faculty of the School. The final examination, given by a committee appointed by the dean of the Graduate College, consisted primarily of a defense of the candidate's thesis, but committee members were also permitted to examine the student on other aspects of library and information science.

In the 1970s, faculty and students both experienced dissatisfaction with the program. A major problem was its

lack of structure. Related to this was the fact that very few courses were designed specifically for doctoral students. In fact, a candidate could complete coursework largely on the basis of courses listed in the catalog at the M.S. level. Another problem was caused by the fact that a doctoral student could reach the research stage of the degree with very little previous experience of research, exposure to research methods, or practice in the writing of research papers. Without these experiences, it was very difficult for many students to identify an appropriate area of investigation. It was the recognition of these defects that prompted the substantial revision of the Ph.D. program that took effect on a trial basis in 1978 and was approved by the Graduate College in 1980.

THE PH.D. PROGRAM TODAY

The Ph.D. program introduced at the end of the 1970s, and still in effect in 1992, is substantially different from its predecessor. To obtain the degree, a student must complete 20 or more units of graduate credit having three components: generalization (9 units), specialization (3 or more units plus "tool competency"), and the dissertation (8 or more units). In the generalization component, students are required to do extensive reading in the subject of the seminar and to discuss the issues raised in these readings during seminar meetings. Growing out of each seminar is a research paper, which the student will normally work on in the semester immediately following his or her participation in the seminar. The paper is prepared under the guidance of a faculty member, represents original research, and is expected to be of "publishable quality." Work on the preparation of the seminar paper is considered equivalent to a full course. The seminars and seminar papers each earn one unit of credit. In addition, each student must complete the course LIS 469, "Principles of Research Methods," for one unit of credit.

In the specialization component, students take three or more courses in an area of library/information science

in which they have special interest. This would normally be an area in which they propose to complete their doctoral dissertation. They can be courses offered by the Graduate School of Library and Information Science, including independent study courses, or they may be taken in other departments.

A doctoral student must also demonstrate competency in the research tools that will be needed to complete the dissertation research, which will usually be achieved by taking appropriate courses. The research tool most likely to be relevant and useful is that of statistical analysis, although other tools may be determined to be more appropriate for certain research areas.

The dissertation represents the results of original research performed by the student under the guidance of a faculty advisor. Historical, survey, experimental, or other methods may all be used. A student is required to prepare a detailed written research proposal, which must be defended orally before a committee drawn from the faculty. The completed dissertation must also be defended orally before a committee.

The Ph.D. program at Illinois differs from equivalent programs in most other schools of library and information science. The doctoral seminars and the seminar papers give the program great structure and rigor and are very demanding of the student. From the beginning, the program has emphasized generalization rather than specialization: a graduate is expected to be a "well-rounded" individual having overall knowledge of most areas of library and information science as well as being a specialist in one area.

THE PH.D. STUDENTS

The first Ph.D. degree was awarded in 1951 to Rolland Ewell Stevens. Doctor Stevens later gave distinguished service on the faculty for many years and became professor emeritus. Between 1951 and the end of 1991, 61 Ph.D. degrees were awarded. Graduates have gone on to achieve important positions in the profession, several as deans of schools, professors, or directors of academic libraries, and one as director of

a national library. The internationalization of the program is a comparatively recent phenomenon. Between 1951 and 1971, only two of the graduates were born outside North America. Since 1971, on the other hand, thirteen of the graduates have been from outside North America. In the spring of 1992, students in the program were drawn from Kashmir, Greece, South Africa, Taiwan and the People's Republic of China, as well as from the United States.

THE DOCTOR OF LIBRARY SCIENCE (D.L.S.)

In 1969, the School established the degree of Doctor of Library Science as an alternative to the Ph.D. The D.L.S. was considered a professional degree (comparable, for example, to the Doctor of Education) rather than a research degree. To obtain a D.L.S., a candidate had to complete at least twelve units of graduate courses but no research component was demanded. The doctoral course on research methods was recommended but not compulsory. No research thesis was required: the candidate had to prepare a doctoral project involving "creative problem solving" rather than original research. Only two D.L.S. degrees were awarded, one in 1976 and one in 1979. The D.L.S. is no longer offered at Illinois.

THE SIXTH-YEAR DEGREE

An "Advanced Master's Program" was listed in the catalog of the school for the first time in 1955-1957; it was still listed in the 1966-1968 catalog but not in the catalog of 1968-1970. The program was open to students with a fifth-year bachelor's degree from an accredited school. These students could get an M.S. degree by successfully completing eight units of graduate credit; up to four courses could be taken outside the department.

What is now thought of as the "sixth-year degree" (post-master's) is the Certificate of Advanced Study in Librarianship, which was approved by the Board of Trustees at their meeting of May 15, 1963. It appeared in the School's catalog for the first time in 1964-1966. For admission to the C.A.S., a candidate

must have a master's degree from an accredited library school. Students must complete eight units of graduate courses, at least half of those in the School itself. Since 1980, C.A.S. students must also complete a C.A.S. project for two units of graduate credit. The project, which is defended before a committee, can take several forms—a paper, a bibliography, a computer program, an audiovisual program, and so on. Originally, C.A.S. students were required to have two years of library experience after completion of the master's degree. This requirement has since been waived, allowing students who wish to take more specialized or advanced courses to continue beyond their M.S. studies in the School. By the end of 1991, 122 C.A.S. degrees had been awarded.

Studies beyond the master's level have been an important component of the program at Illinois for more than forty years; they are likely to be given high priority at the School for many years to come.

Besides formal degree programs, the GSLIS also offers a Visiting Scholars program. Scholars from elsewhere in the United States, or from abroad, can come to work with individual faculty members on projects of mutual interest. While GSLIS does not offer financial support, it has been able to offer such visitors other types of support such as access to facilities.

11 THE LIBRARY RESEARCH CENTER

HERBERT GOLDHOR AND LEIGH ESTABROOK

The Library Research Center (LRC) was established in 1961 by Robert Downs with a Library Services Act (LSA) grant from the Illinois State Library for the purpose of establishing an experimental center for research related to library development. This was the first such center in the United States, and it has been in continuous existence since then. Several similar centers were started in the 1960s but most were unable to sustain themselves when Federal funds dried up. In the past few years, several schools of library and information science have made renewed efforts to develop affiliated research centers (e.g., Rutgers University and the University of Wisconsin) but none has the history, nor is the size of the LRC.

Mary Lee Bundy, shortly after receiving her doctorate from the School with a thesis on rural library service in Illinois, was appointed the LRC's first director. Dr. Bundy resigned after only a few months and later went on to be a member of the faculty of the new library school of the University of Maryland. Richard Walker became acting director

from October 1961 to June 1962, when Guy Garrison assumed the directorship. Garrison earned the Ph.D. from the University of Illinois Library School, followed by several years of experience in public libraries. He served as director until 1968, when he resigned to become dean of the Drexel University library school.

The LRC prospered during Garrison's administration, a time in which Federal funding was more easily obtained. It was at this time also that Anita Schiller produced the first factual study to document the charge that female librarians were paid less than their male counterparts in American academic libraries (Schiller, 1969, p. 118).

Garrison was followed by Terence Crowley (1969-71) who had conducted the first unobtrusive test of public library reference service. He was succeeded by Lucille M. Wert (1971-75), another University of Illinois Ph.D. recipient. She, too, was remarkably successful in securing grants and contracts. In 1975, Herbert Goldhor assumed the duties of the LRC director on a half-time basis until 1978 when he resigned as director of the School. Richard Blue became acting director for the 1978-79 academic year, after which Goldhor assumed the directorship full time until his retirement in 1987. Since 1987, the Director of the LRC has been Leigh Estabrook who has also been dean of the School.

In 1976, the LRC expanded its work by establishing the Library Information Service (LIS). Director Goldhor realized that many of the problems coming to the LRC were not "research" problems but questions that could be answered by existing resources. LIS, primarily an information-on-demand service was, for many years, staffed part time by Chris Jocius. In 1990, under Dean Estabrook's directorship, the LIS became a major resource for the University's Institute for Competitive Manufacturing providing information services to small- and medium-size manufacturers under a state economic development grant. At that time, the LIS changed its name to the Information Retrieval and Management Service (IRMS) (Allen & Corley, 1990, p. 599). By 1992, IRMS was staffed by two professional

librarians and three research assistants responsible for such services as document delivery as well as more extensive research.

The LRC was first located in a rented store at 706 South Lincoln Avenue in Urbana, several blocks from the campus. In 1964, it was moved to the fourth floor of the Main Library building on the campus, just above the quarters of the School. In 1971, the LRC moved two blocks to the second floor of the Armory Building, and, in 1978, it rejoined the School when the latter was relocated to the fourth floor of David Kinley Hall.

Like most other research agencies, the LRC supports its work through grants and contracts. The uncertain nature of funding has been the greatest challenge to long-range planning for the LRC. Most funding is on a year-to-year (or even month-to-month) basis and all technical staff are paid from grants and contracts. The LRC has been fortunate enough to be able to hire talented people who are willing to work with relatively little job security. But the nature of funding clearly drives the Center's activities.

It is estimated that in its first 30 years (1961-91), the LRC has had total revenue \$3,500,000 in grants and contracts. Approximately one-third of this revenue has come from the Illinois State Library in LSCA funds, providing support for the compilation, analysis, and publication of data from the annual reports of the more than 600 public libraries in the State. The contracts from the Illinois State Library, while subject to annual renewal, have given the LRC a stability that it otherwise would not have enjoyed.

Throughout its history, LRC staff have explored other potential ongoing sources of revenue and expanded the types of activities in which they are engaged. These sources of funding have included several agencies of the American Library Association, the U. S. Office of Education, the National Science Foundation, the National Endowment for the Humanities, over a hundred individual libraries, and the U.S. Army Corps of Engineers Construction Engineering Research Laboratory.

The latter had designed a computerized file of all legislation and administrative regulations of the Federal Government and the 50 states which concern the physical environment, and for several years the LRC maintained and developed the resulting database.

In 1985, the LRC organized the Coalition for Public Library Research in the ongoing effort to secure a broad base of support; two projects have now been completed (and a third is being conducted) under the Coalition's auspices. The Coalition is supported by annual membership fees of public libraries, representatives of which agree on a research project of mutual interest. The Coalition also publishes *Public Library Watch*, a quarterly research newsletter that reports on current research and potential funding sources.

Over 300 final reports of LRC projects are now in existence, and many have been published. Some reports are available from the Illinois State Library's *Research Series* (1960-69) and the *Illinois Library Statistical Report* (1981-present). The work of the LRC is also represented in ALA publications and journal articles written by individuals who contracted with the LRC to collect and compile data.

In order to manage the ever growing volume of data (including community profiles for over 75 public libraries), the LRC depends on computer storage. Originally the LRC used the standard format for research data, Hollerith punched cards. In 1978, the LRC converted to direct keying of data into computer files which were then analyzed on the University's mainframe computer at a cost of as much as \$10,000 each year. With the advent of microcomputers, the LRC began adding IBM ATs and XTs which were as functional as the mainframe. By 1983, all computer analysis was conducted within the LRC. Much of the LRC's work for approximately the last 15 years would have been impossible without the computers, including computer-assisted telephone interviews, detail analysis of data, and the machine preparation of the results (as in the National Shelflist counts for 1985 and 1989), and the production of camera-ready color graphics. The LRC's machine-

readable data files are available for secondary analysis and should prove increasingly valuable with the passage of time.

The typical mission statement of the American university addresses the fundamentals of research, teaching, and service, and it seems appropriate to use these categories for the evaluation of the LRC. The most important thing to be said about the LRC in regard to research is that the Center itself does not conduct research; faculty, staff, and those with whom the LRC has contracts are the actual researchers. Some projects have been initiated by the LRC director and his or her staff, usually involving brief surveys or snapshots of current conditions based on routine collection and analysis of data. But the primary role of the LRC is to provide research *support* through the collection and analysis of data and advice on research design. As a partner in the research process, the Center's greatest strength is its competence in research design and data collection and its attention to the accuracy of its statistical work. This is an area in which there is considerable need and demand from the field. Although many professional librarians lack a knowledge of statistics and research methods, the LRC's work is the sort that the average library practitioner can readily appreciate and understand.

Useful as such a data processing agency is, the growth and development of the profession needs help at a higher level. If the LRC is to produce meaningful tests of hypotheses (let alone broadly applicable causal laws), it needs the participation of people with ideas for original research, primarily the faculty of the School and of other departments of the University. For most of the 30 years of its existence, the LRC was relatively isolated from the School and the campus, partly as a result of its physical separation and partly because that had been the desire of the director. For the last 10 years, the LRC has been physically integral to the School, but has still been more intellectually isolated from faculty and students than it could be. The challenge to the LRC in the next 30 years lies in how to grow from a service agency into a research organization.

The teaching function of the LRC has been expressed in several ways. On behalf of the Illinois State Library, over the years the LRC staff have led at least a dozen workshops for practicing librarians on such topics as data collection, community analysis, and statistical methods. Many requests from individual researchers have been received for advice, assistance, explanation, and recommendations during each phase of their studies. The LRC has assisted researchers in determining the size and type of the sample to be drawn, as well as in the design and pretesting of questionnaires. The LRC staff regularly give lectures to students in the School's courses on research methods.

But, in some ways, the most important expression of the teaching function had been in relation to the students who have held assistantships in the Center. Typically they begin by working with an LRC staff member on an ongoing project and then go on to conduct a study of their own with only general supervision. The results of the many such studies have been published under the students' names. A dozen doctoral students were able to conduct thesis research in this way, receiving support for travel expenses, clerical assistance, and computer time, etc. Some of the doctoral students who went through the experience of doing an LRC study have said that it was more valuable to them than any single course in their program. This sort of teaching should be encouraged and continued in a research center at the university level.

The Library Research Center is—or at least has been—preeminently a service agency, not only for the Illinois State Library, the American Library Association, and the Construction Engineering Research Laboratory, but also for the many other libraries and other organizations with which it has had single contracts. Among its many recent projects have been mail and telephone community surveys, case studies of public libraries' long-range planning processes, a national poll of public attitudes toward public libraries, and focus group

interviews to compile a state library research agenda for public libraries.

The service provided by the LRC has involved the application of theory or of technical expertise to the practical problems of an operating agency. As a result, the LRC has become proficient in that role and has developed a staff that is competent for such tasks. There is no thought that this service function should be eliminated or restricted; rather, the hope is that the LRC can grow beyond the limits so imposed to play an equally important role in original and important research.

It is not possible to ascertain exactly which single person was responsible for the original idea of a library research center, but it was surely one of these three: Mary Lee Bundy, Robert B. Downs, or deLafayette Reid (the director of the Illinois State Library in 1961). In any case, it was fortunately the right idea at the right time and in the right place.

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12 SPREADING THE WORD

The Publications Program

DONALD W. KRUMMEL

Where does one start to describe the program of publications and public events? A diligent record of faculty, student, and alumni activity might be what others would expect of librarians, which is to say that the results would be both awesome and sedative, and of interest mostly as ego trips for the participants. Instead, let us assume a heroic posture as master of our raging past, and attempt to justify the activities through three assumptions. First, they have gone far in promoting the reputation of the School; second, they have contributed significantly in defining and rationalizing the intellectual and operational structure of the library profession; and third, the work on the outside has enriched the intellectual life of the School on the inside.

The effective origins of the activity may date only from the second half-century of the School, but there are important harbingers from the Sharp and Windsor eras. One is the 1912 *List of Library Reports and Bulletins* (University of Illinois Bulletin, 1912) which attests to the presence, at this

early date, of an impressive collection of roughly five hundred annual reports, monthly bulletins, and other serial publications of libraries, then being received by the University for the use of its faculty and students, and for use by scholars in the future. (Indeed, users of the ALA archives in Urbana often find themselves turning up equally pertinent material in the stacks.) Other publications followed from time to time. In 1915, the youthful Ernest Reece prepared a brief list of Illinois state documents; in 1937, Raymond Howe Shove prepared an account of *Cheap Book Production in the United States*. The important signals in these titles, one may suspect, reflect the kinds of grass-roots activities that have characterized the School: keep an ear to the ground, and along the way assemble an archive of source materials, however seemingly ephemeral; remember the local community; and be attentive to the processes through which library materials are created.

It was during the School's fiftieth anniversary that the best part of the story begins, with a celebratory conference on March 2, 1943, for which Keyes D. Metcalf of Harvard University organized a study financed by the Carnegie Corporation. The papers presented at the conference were issued under the title *Fifty Years of Education for Librarianship*, thus inaugurating a series of "Contributions in Librarianship." Metcalf's study itself, entitled *The Program of Instruction in Library Schools*, was issued concurrently as no. 2 in the series. (For a list of titles in the Contributions series, see Appendix VI to this volume.)

An ambitious program in the 1940s and 1950s was hardly unexpected, considering the presence on the faculty, for instance, of four of the preeminent leaders of American library education over the next generation: Robert Bingham Downs, Harold Lancour, Herbert Goldhor, and Harold Goldstein. This quartet may have been the prime movers, although the general strength of the faculty itself should not be forgotten; nor should the first handful of doctoral students who were to become major figures in American librarianship in their own right. In recognition of the importance of the program, a

faculty Publications Committee came into existence, headed by the school's chief executive officer. A publications office was set up, with separate quarters and with, at times, as many as four full-time staff and ample added student assistance.

Meanwhile, in 1949, Phineas L. Windsor was honored for his thirty-one years of leadership of the Urbana Library and Library School, with the first of the Windsor Lectures in Librarianship. John Winterich's lectures, collectively entitled *Three Lantern Slides*, established a multiple-event format, and a focus on librarianship as widely (which is to say, imaginatively) defined, as well as a publishing agreement with the University of Illinois Press. The list of lectures largely has followed this conception. (For a list of the Windsor Lectures and the resulting publications, see Appendix VI to this volume.) Pride of place probably belongs to Verner Clapp's 1963 series on *The Future of the Research Library*; today's future may be quite unlike the future envisioned by the respected prime mover at the Library of Congress and first President of the Council on Library Resources, but his text remains a cogent statement of the profound faith of his generation.

Other events followed like good Illinois crops—rich and regular—beginning in 1954 with the annual Allerton Park Institutes devoted to selected topics of current professional importance. Most were conceived as retreats at Allerton House, the University's 20-room Edwardian mansion near Monticello. Along with housing and meals, the conference has further entitled participants to the proceedings, published by the School as soon as the last of the dilatory contributors discovered what they really meant to say, so as to rub shoulders with others whose papers were handed in immediately after delivery. (For a list of the Allerton Park Institutes and the published proceedings, see Appendix VI to this volume.) The Allerton Park series has customarily been scheduled in the fall over a non-football weekend and ideally when the leaves were turning (but sometimes during early blizzards that occasioned particularly active participation and long

memories). In contrast, spring (and preferably when the cherry blossoms were gracing the University Library building, but occasionally during the last blizzard of winter) came to be the season for the annual Clinic on Library Applications of Data Processing. The series, begun in 1963 and resumed on an annual basis in the 1970s, has similarly been conceived in terms of published proceedings, also issued by the School. (For a list of the data processing clinics and the published proceedings, see Appendix VI to this volume.)

Pride of place among the School's autonomous publications has been understood to fall to the quarterly journal, *Library Trends*. No single model can be clearly identified, although there are several precedents for periodicals in which each issue is given over to a special topic, and for which an assigned issue editor arranges the individual contributions. The first issue, in July 1952, explored "Current Trends in College and University Librarianship." Over its forty-year history, the editors have generally been the chief executive officers of the School: Harold Lancour (volumes 1 to 10, 1952-62), Herbert Goldhor (volumes 11 to 27:1, 1962-78), Charles H. Davis (volumes 28:2 to 34:1, 1979-85), and Leigh S. Estabrook (volumes 34:2-4, 1985-86), with Ernest J. Reece and Rolland E. Stevens filling in over interim periods and F. W. Lancaster serving as editor for volumes 35-40 (1987-92). Twice the design has been reconceived, as reflected in covers that moved from the French Renaissance, to Hollywood in 1978, and back to Georgian London in 1988. Two double issues have also been issued separately as books in order to meet special demands: "Bibliography: Current State and Future Trends" in 1967 (volume 15, numbers 3-4), edited by Robert B. Downs and Frances B. Jenkins, and "American Library History, 1876-1976" (volume 25, numbers 1-2), edited by Howard W. Winger for the ALA centennial. (For a statistical analysis of the first thirty years of the journal, see Auld, 1988.)

The strong presence of *Library Trends* has somewhat obscured the *Occasional Papers* series, which actually began three years earlier in July 1949 with Howard Winger's *Public*

Library Holdings of Biased Books About Russia, a modest but timely harbinger of the censorship that was right around the corner in the McCarthy era. The intent of the *Papers* was understood from the outset: each was expected to be "either too long or too detailed for publication in a library periodical," or "of such specialized or temporary interest as to militate against their appearance in a more permanent form." The humble idealism that informed the program is nowhere in better evidence than in the announcement that "each issue will be about ten pages in length"—a dream that dissolved conclusively in 1967 with Elizabeth Stone's "Historical Approach to American Library Development" and W. Boyd Rayward's "Systematic Bibliography in England" (nos. 83 and 84), which ran to no fewer than 236 and 52 pages, respectively.

Under such circumstances, it seemed inevitable that pricing would be needed to defray distribution costs. The original announcement was indeed in keeping with the title—papers would be issued "at irregular intervals and no more often than monthly"—and copies were free. By 1961, subscriptions had become a necessity: \$1.00 an issue, \$7.00 a year. In 1971, the cost was rounded off at \$5.00 for ten numbers, and in 1974 promises that the papers would appear "at least five times a year" made the word "Occasional" essentially a misnomer. Success bred success, both without and within. The mimeograph machine disappeared as early as 1950, the typewriter in 1979, the letter-size format in 1980; and as professional standards of the scholarship rose, so also did the rejection rate. The mixture of higher standards and increased competition has meant that the series, after reaching a productivity of six or more issues a year in the 1970s, fell back to five in 1980 and four in 1988, and today has returned to the spirit of its name, with as few as one issue in 1990. The increase in the sophistication of the literature over the past forty years—and the importance of the school's publication program in this trend—is rarely in better evidence than in a comparison of recent *Occasional Papers* issues with some of the early ones.

Other publications, singly and in their own right, have filled available resources, both by the faculty and in a growing support staff. A formal Monograph Series was begun in 1963 for publications not issued by the University Press. (For a list of the titles in the Monograph Series, see Appendix VI to this volume.) The late 1960s probably mark the high point in the publications program, with no fewer than twelve balls in the air at one time: *Library Trends*, Windsor lectures, plus their publications, *Occasional Papers*, *Contributions to Librarianship*, the Monograph Series, the annual Allerton Park Institutes and the Data Processing Clinics as both events and as proceedings, and, finally, assorted "other" publications. The latter includes Mary Lee Bundy's *An Analysis of Voter Reaction to a Proposal to Form a Library District in LaSalle and Bureau Counties, Illinois, 1959* (1960), issued as the first (and sole) Progress Report for the Rural Library Study; Harold Goldstein's *Library School Teaching Methods*, based on papers at a conference on April 9-12, 1967; *Scientific and Technical Documentation* (1969), in which Maynard Brichford, the redoubtable archivist *par excellence*, states a deserving case to the scientific community; and *Reminiscences: Seventy-Five Years of a Library School* (1969), a collection of personal essays assembled by Barbara Olsen Slanker.

One may wonder how materials were assigned to any one of the particular series. A typical letter, written by Harold Lancour in 1955, suggests the advantages of flexibility. "Although everyone expressed the greatest interest in the material" (so begins what can only be viewed as a "canned sentence," which goes on) "it was the consensus that it did not fit into the present plans for our 'Contributions in Librarianship' series." (And perhaps to ask whether the earlier plans may have been different is to assume that things were expected to change.) The letter continues with suggestions of two outside publishers (who shall here be nameless) and ends thus: "If by the barest chance you would be interested I should like very much to run your conclusions and tables as an 'Occasional Paper.' It would need a brief introduction,

but the tables speak for themselves and I know it would be of great usefulness....It could be published in a matter of a few weeks." (But, of course, it never was.)

Occasionally things did backfire. Well remembered through the 1970s are the publications committee deliberations on discovering that the School's flagship publication, *Library Trends*, could not lay claim to being a "refereed journal." The casuistry of the discourse may not have paled beside, or least of all been inspired by, the Watergate events of the day, although happily *Trends* has survived into an era when "invitational" journals are receiving proper respect for what they may or may not be. The fact remains that the publications committee has almost always made rather heavy going of the proposals from aspiring issue editors. Topics and contributors have been suggested for addition, redirection, or deletion, in a manner that has clearly discouraged a number of brainstorms, as it has also conjured images of the blue pencil of a heavy-wristed copy editor. As for the editing itself, it may amaze outsiders (as it did me) to learn that all citations are verified in the collections of the University of Illinois Library. (If librarians can't cite a text correctly, who can? But this anniversary book is a place to celebrate, not complain.)

Two points may be suggested in conclusion. The first is a personal concession: much of what has been published strikes me as actually of very limited interest. But, of course, much of the holdings of our libraries is too; and the very items that particularly bore me, others will find especially exciting and impressive. Similarly, what I like (from American folk tales to spiral libraries to Japanese kimono books) will seem to some as totally inappropriate to the technical agenda of librarianship. This very diversity confirms our professional commitment to intellectual freedom. Furthermore, while it has been not uncommon for students to go through library school without ever being greatly aware of the School's publications and events, it also seems clear that the intellectual content of the instructional program has been immeasurably

the richer for the depth and the breadth of the publications and events.

The second point is a reflection on the future of these programs. Ours is an age of proliferating publishing in general on the one hand, and increasingly constrained acquisitions budgets for libraries on the other; of proliferating costly meetings on the one hand and cutbacks in conference funding on the other. Might it not be appropriate for the School to once again blaze the trail, this time by abandoning these programs entirely? (The suggestion is reminiscent of the naughty juvenile juxtaposition of two biblical quotations, "Judas Iscariot went out and hanged himself," and "Go thou and do likewise.") One looks to the Delphic oracle for advice: How likely is this to happen? Happy news for the School (and, it is our mission to argue, for everyone else) would of course be bad news for collection development librarians and budget officers, and vice versa. How desirable is it that it should happen? Thanks to publishing activities everywhere, our bibliographical world is becoming even more profuse, involved, and respected; as a result, a fierce and intelligent commitment to intellectual freedom is all the more urgent. One assumes an increasingly intense need for the profession of librarianship, along with the presentation of its discourse in print and at formal conferences, for the kinds of public awareness, scrutiny, and debate that ultimately justify the very existence of our libraries themselves.

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13 EXTENSION TEACHING

A Century of Service

LESLIE EDMONDS

The Graduate School of Library and Information Science (GSLIS) at the University of Illinois has, from its beginning, acknowledged the need for offering instruction to library staff in the field. Extension teaching, or offering courses off campus for library practitioners, has been an activity of the School from its founding. From as early as 1896, when the School was part of the Armour Institute, to the present, as the School seeks to respond to the closure of Northern Illinois University's program, GSLIS has recognized the need to provide extension teaching to serve libraries in the State of Illinois. While courses have been offered on an irregular basis for the entire century of its existence, there were three periods of particularly active attempts to offer extension instruction at GSLIS. The first was during the era of Katharine Sharp, founder of the School, at the turn of the century. The second era of cohesive activity was directed by Alice Lohrer from the mid-1940s to the mid-1960s. The last effort was the attempt in the mid-1980s to offer a complete program of study in Chicago.

Instruction in "library economy" by university instruction was first offered by the University of Chicago in 1896 (Grotzinger, 1966, p. 220). Katharine Sharp's thesis at the New York State Library School had been on the relationship of university extension and the public library (Grotzinger, 1966, p. 221), so she was familiar with the opportunities that extension teaching offered to the newly forming libraries in Illinois. Sharp wrote to the division of university extension at the University of Chicago to ask that they offer library courses. The original plan was that the assistant university librarian would take charge of the classes at Chicago, but this arrangement did not work out, so Sharp agreed to be the instructor of the course, which consisted of twelve lectures given over a two-week period. This course was initially taught for the Cleveland Public Library (paid for by the board of that library) and then offered at the University of Chicago in January of 1897 (Grotzinger, 1966, p. 223). When the Library School at Armour was moved to Urbana in September of 1897, Sharp ended her involvement with extension at the University of Chicago and incorporated extension teaching into the mission of her new school (Grotzinger, 1966, p. 224).

The content of these early extension courses seems to have consisted of lectures on individual topics, including such areas as the inception of the modern library movement, circulation, reference, classification, bookbinding and the care of books, buying books, and children's reading (Grotzinger, 1966, pp. 224-25). Classes were offered to library workers and individuals who were interested in starting public and school libraries. Instructors were university librarians, Sharp, and other library leaders. The primary purpose of these courses seems to have been to teach fundamentals of both theory and practice and to cultivate the interest of the public in forming libraries in Illinois. As the curriculum of the Library School itself became more formalized, Sharp recognized the need to continue to offer additional short courses outside the regular Library School curriculum in order to upgrade the practice of librarianship and continue to support the creation of new libraries.

Evidence from faculty meeting minutes and correspondence indicates that the Library School had a fairly steady stream of requests for short courses from around the state. It seems that economics and the willingness of individual faculty to teach these courses governed the responses to these requests. The faculty minutes of February 18, 1937 report that faculty received a request from the director of University Extension to offer "correspondence courses to meet the need of persons engaged in library work in school and town libraries" (University of Illinois Library School, 1937, p. 5). Anne Boyd commented that, since most of those in need of such training had only a high school education, this might be a good way to offer training. Not unlike the minutes of more recent faculty discussions, these report that while the faculty agreed this issue was important, no action was taken and no courses were established (University of Illinois Library School, p. 5).

Faculty meeting minutes from the 1920s to the 1940s mention similar requests either from University Extension or from librarians directly for extension courses. Many of the requests came as a result of the development of school libraries and the growing number of books for children being published. These minutes are also filled with discussions of appropriate standards for both admission and graduation of students at the School as well as economic and social concerns caused by the Depression and World War II. It appears that there was more discussion of extension teaching than there were actual courses offered. Faculty acknowledged that this was a service needed in Illinois, but resources were often unavailable to meet this need.

In the period after World War II, during the expansion of higher education generally, the Library School faculty entered into a very active period of extension teaching. This was due in part to increased support for education, but also to the dedication of faculty member Alice Lohrer. Lohrer was on the faculty of the School from 1941 to 1974. She began teaching extension classes in 1944 and continued until the 1960s. Her first course was taught for the staff

of the Illinois State Library. It was to be a "non-credit sub-professional course" (Lohrer, 1968, p. 94) designed to give an introduction to library routines and library theory. Lohrer also reported that several of these students later entered the regular classes on campus in the degree program, so the extension courses began to have a recruiting function.

In the fall of 1947, Lohrer started to teach regular classes off campus. Although travel was still difficult due to gasoline rationing and questionable weather around Illinois for most of the winter months, there was a great demand for training in library services and literature for children and adolescents from school superintendents. Library School faculty had several concerns about a full-scale extension program, including the need for in-service training programs around the state; the availability of agencies available for such courses; the adequacy of library resources available at off-site locations centers for supporting materials courses; transportation problems related to distance and winter weather; and the feasibility of planned program extension courses to be offered in Galesburg and at Navy Pier in Chicago, the first campus of the University of Illinois at Chicago (Lohrer, 1968, p. 94). These issues raised questions that remain unanswered.

In 1948, the University Extension began flying faculty to course sites to save time as well as transportation costs. Various collections of materials were also transported to teaching sites. In the fall of 1948, Viola James was appointed to the faculty as the first full-time extension instructor of the School. With this appointment, the Library School began to offer graduate courses off campus.

Alice Lohrer reported many adventures in getting to and from classes taught away from Urbana. She developed a great love of flying but did not always have good experiences. For example, she related the following story:

As previously stated, the faculty were amused and skeptical at my weekly reports. So one week I asked if anyone wanted to go with me on a trip. There was room for

one more passenger on the plane. Rose B. Phelps accepted the invitation. We started off as usual, but ran into rain and sleet before we reached the Sterling airport. We finally landed safely but were told we could not take off that night nor the next day....We had no overnight bags and no assurance of getting on the morning train for Chicago. I did have a letter I carried with me from the University to railroad officials asking that I be allowed on the train even it were overcrowded. They finally let us sit in the washroom since there were no vacant seats....(Lohrer, 1968, p. 97)

University Extension continued to support the School's service to the library community through course offerings. The School's course offerings expanded and changed periodically to meet state certification requirements, the changing degree structure of GSLIS, and the demand for the courses (Lohrer, 1968, p. 100). In the 1950s, both graduate and undergraduate courses were taught and courses for medical librarianship were added to the offerings. In the 1960s, various universities worked together to develop a cooperative state program of extensions offerings in library science (Lohrer, 1968, p. 100).

The School continued to offer courses as both demand and available faculty dictated. In the 1970s and early 1980s, the School offered regular courses in both Springfield and Peoria. By then faculty were paid for these courses by University Extension, and the courses were taught in addition to teaching assignments on campus. University Extension continued to offer travel and other support for these courses. Often students would use extension courses to begin the degree program which then could be finished on campus. In 1986, the School stopped offering courses off campus. While there was demand from students and libraries, few faculty were available to teach and the GSLIS faculty wished to focus its energies on developing a full master's-level program in library science in the Chicago area.

Under the leadership of Dean Leigh Estabrook, the faculty developed a proposal to offer a complete master's-level program

in the Chicago area. This was in response to many requests for courses and for a complete degree program in the city of Chicago. The University of Chicago Library School had begun to focus on information science and no longer met the needs of library practitioners, and neither Rosary College nor Northern Illinois University offered classes in the city of Chicago consistently. GSLIS felt an extension degree would meet a real need of libraries in the Chicago area, increase the enrollment of minority students, and allow for new faculty positions that would broaden the expertise available to students on both campuses. The University administration supported the program, and I was appointed to be associate dean for the Chicago program. The program was to be a two-year course of study with classes meeting every other weekend. The requirements for graduation would be the same as for the on-campus program, but fewer upper-level and specialized courses would be offered in Chicago. The classes would be offered at Loyola University in the library at its Water Tower campus in the near north area of Chicago. Students were recruited, and the program was due to begin in the fall of 1988.

Due to financial constraints on budgets for higher education in Illinois, the Illinois Board of Higher Education, the regulatory agency that approves new university programs, declined to approve GSLIS's application to begin the new degree program. Classes were therefore, never, begun in the program. It may be possible to renew this project if financial support for higher education improves, particularly in light of the closing of the library schools at both the University of Chicago and Northern Illinois University.

There have been several themes over the past century in the extension teaching efforts of the School. The first, ever-present from Katharine Sharp's era to the present, is the need for library education outside of a formal degree program as a service to the library profession and specifically to aid in the development and growth of libraries in Illinois. The first courses taught by Sharp came from the expressed

need of practitioners as well as a developing set of professional standards for librarianship. We need to teach practitioners the most current theory and practice to ensure improvement in library service. This service mandate has been found in virtually all discussion of extension teaching to the present time.

Themes of a more practical nature also seem consistent over time. Economic and political pressures seem to have governed whether courses were actually offered through extension. During wartime and economic recessions, money and other resources were unavailable, so courses were offered infrequently and offered then only because individual faculty members had a strong commitment to this kind of professional services. Before 1900, there seems to have been some coordination among universities in offering extension courses in library science, but there are also several allusions to competition among providers of extension from that time forward. As the public university system in Illinois developed over this century, there has been conflict about which school should provide courses in each part of the state. While extension courses have served as a recruiting vehicle for students with library experience, it has not always been clear whether this is necessary. In periods when the School needed more students, this was obviously a more important issue than in periods when it had adequate applicants. Quality of offering also has been debated by GSLIS faculty over the last century: Are the extension courses as "good" as the same courses offered on campus by regular faculty and supported by the campus library system? The quality and nature of extension courses has been debated in each of the eras identified in this paper. A last concern consistent over time has been the availability and willingness of faculty to teach away from campus as well as the availability of library resources to support extension teaching.

It seems likely that extension will continue to be debated in GSLIS's next century. Changes in technology may open up new forms of delivery of instruction. Distance education

needs to be explored as telecommunications and computing become more fully developed and more universally available. Since it seems unlikely that extension training as a service to libraries in Illinois will be any less important in the 21st century, the School needs to build on its strong tradition to continue to provide leadership and services in this area.

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SELMA K. RICHARDSON AND BRADFORD WILSON

All in all it is, undoubtedly, people who make the difference in the international activities and perspectives of an institution. The Graduate School of Library and Information Science has in its history students, faculty, and alumni who have been very interested in libraries and librarianship in other countries. A few faculty members have been active abroad, and students have come from many countries of the world (to return as alumni). U.S. alumni, too, have assumed important roles on every continent. At the half-century mark, the School had about twenty alumni in a dozen countries. More recently, there were nearly one hundred alumni in forty countries. This chapter tells of some of these people.

The School, through its faculty and alumni, has been influential in library education in many corners of the world. Some people have lectured at library schools; others served as consultants. Graduates are among the faculties abroad. The focus in one section of this chapter, however, is on the contributions in establishing ten library schools in developing countries.

On campus, international students bring a richness to the School by their very presence. The School nourishes understanding of the larger library world by sponsoring conferences, courses, and lectures. The last section of this chapter discusses the situation on the homefront. To suggest the School is ready to enter its second century with a dedication to internationalism, the chapter closes with the contributions people are making at this very moment.

The activities, achievements, and publications of alumni and faculty are certainly not fully reported in this chapter, mostly because of limitations of space. Furthermore, there is reason to suspect the sources used did not document all contributions; the database of enrollment information was at times obscure.

PEOPLE AND PLACES

What has been the nature of the School's international involvement? The following three sections seek to answer, in part, this question. The first section briefly describes the number of international students that have come to the School and the countries they represent. The next section, geographically arranged, notes some of the achievements of alumni. The last section mentions the contributions of faculty to the international scene.

Students

During the past century, students have come from all parts of this terrestrial globe. In the School's first 25 years, four students can be identified who came from overseas: Thorstein Jahr ('00) from Norway, Adam J. Strohm ('00) from Sweden, and Elizabeth G. Green ('04) from Japan, all of whom remained in the United States to accept important positions; Kate D. Ferguson ('16) came from the United Kingdom but later went to the Gold Coast to establish a library school.

Immediately after World War I, a student from Russia enrolled, along with a person from Chile and one from Syria. A few years later, in 1922, the first student from Ireland arrived. In the 1927-28 academic year, five students from

five continents were registered; the countries represented were Canada, Chile, China, Germany, and South America. Two decades later, four students from outside the United States pursued degrees; and Thailand joined the roster.

Forty years ago, in 1952, five students came from other countries, including Greece. Five years later, the number of international students doubled. To this particular list of nations can be added Bolivia, Ceylon, France, India, Indonesia, and Taiwan. Then, in 1962, the enrollment hit a new peak with 27 students, including a dozen from Taiwan. In this large group the Orient was further represented with people from Burma, China, Korea, and The Philippines. Others came from Afghanistan, Egypt, Libya, New Zealand, and Pakistan. The number of students decreased to 10 in 1967. Even so, people from places near and far added to the character of the student body. Students traveled from Canada and Australia; from Sierra Leone, Singapore, and Turkey; two came from The Philippines and three from India.

Just a decade ago, 22 students were enrolled. Among countries not previously mentioned are Hong Kong, Japan, and Malaysia, although that is not to say this is the first time these countries were represented in the School's enrollments. The year before the centennial celebration, 36 students, or 15% of the year's enrollment, gave a decidedly international flavor to the School. Some of their comments are reported at the end of this chapter.

A tally in 1970 indicated that 176 international students had attended the School to that date. About one-fourth had come from China or Taiwan and 18 from Canada.

Alumni

The alumni, indeed, have had influence in all parts of the world. Some have initiated, others have nurtured library services in various countries. From opening new libraries, to assuming high-ranking positions, to having a strong personal impact, the alumni from home and abroad have made the School known throughout the library world.

Europe: The Paris Library School in the 1920s hired as teachers Margaret Mann ('96) and Margaret Herdman ('15). The school, supported by the Rockefeller Foundation, was one of the early American educational efforts overseas. Students did their practice work in the Bibliotheque Nationale.

Alumni who returned to Scandinavia after graduation include Ingrid Jensen ('31-'32) who became cataloger and later chief librarian at the Central Bibliotheket in Esbjerg, Denmark. She wrote to the School in 1945:

In these five years of disasters and troubles, we in Denmark have learned to trust America and admire its wonderful fight for our freedom....We have had an awful hard time with restrictions and terror on all sides, but we succeeded and went through and have had a very busy time. (Alumni files)

Anita Emma (Liden) Melin ('64) became assistant at the Biblioteksjansk, Lund, Sweden. In the late 1980s, she was working as a librarian in Stockholm.

An alumnus from Germany, Sigmund von Frauendorfer (MA '27) returned to Europe after graduation to become librarian of the International Institute of Agriculture in Rome until 1943. From 1943 to 1947, he reorganized agricultural libraries in Poland and Austria. From 1947 to 1959, he was librarian of the Hochschule für Bodenkultur in Vienna.

In Britain, Tony Olden (Ph.D. '87) joined the faculty of Information Studies at Ealing College of Higher Education, London. He had spent a number of years in Nigeria before enrolling in the School.

Africa: Rudolph Johnson ('61) became librarian at Cuttington College in Gbarnga, Liberia. More recently, he was at the Ministry of Foreign Affairs in Monrovia. Sibyl E. Moses ('72) was documents librarian at the University of Ife, Ile-Ife, Nigeria. Lately, she returned to the School to pursue a doctorate.

Franklin Parker ('50) studied the effect of mass media in Rhodesia and Nyasaland (now Zimbabwe and Zambia).

Parker published voluminously on African conditions and also Central American ones.

In South Africa, Rhoda Barry ('53) became the librarian at Durban High School for Boys in Natal in 1957. She has studied South African children's books and published a book of Afrikaaner children's songs. Another alumna, Ruth (Jacobs) Wertheimer ('58), was assistant director of the Library School at the University of Capetown, Rhondesbosch from 1955 to 1964. Then she returned to Canada where she worked with staff development at the Toronto Public Library.

Several alumni have held distinguished posts in Egypt. Rosalie (Cuneo) Amer ('64) was a Fulbright fellow at the American University in Cairo for the 1966-1967 academic year and then became acting director of libraries. Mohamed M. El-Hadi ('60, Ph.D. '64) returned to Egypt to become coordinator of college and university libraries for the U.A.R. government, 1964-72. Later he was professor and chair of Information Systems and Computer Studies at the institute that became the Sadat School of Administrative Studies. El-Hadi has published numerous works.

Near East: Alumnae have been working in the Near East at least from 1919 when Emma (Rhoads) Nickoley ('17-'19) went to Beirut to become librarian at the American Protestant College (later the American University). In Turkey, Furuzan Olsen ('57) is director of the library at the Middle East Technical Institute in Ankara. Nilufer (Norman) Tuncer ('60) returned to Turkey to become assistant director of the Medical Research Library in Ankara. Farther east in Iran, H. Vail Deale ('37) of Beloit College used a Fulbright grant for 1965-1966 to consult at the libraries of Pahlavi University in Shiraz. Among his responsibilities was the preparation of a proposal for the establishment of library science programs. In 1966, he wrote to Herbert Goldhor, director of the School:

Iran desperately needs trained librarians....This fast-growing, developing country has no "history" of librarianship as we think of it. There are probably no more than a

half dozen professionals in the entire country, and libraries and librarians have no status. (Alumni files).

Mandana Sadigh-Behzadi (Ph.D. '81) returned to work in the Tehran Book Processing Center.

Southeast Asia: U.S. alumni have consulted on library organization in India and Sri Lanka (formerly Ceylon). In 1960, Lawrence J. Kipp ('41) evaluated university libraries in India and the Wheat Loan Exchange Program; he wrote a book on the subject. Paul Kruze ('40) used a Fulbright grant in 1965 to consult at the Library of the University of Ceylon at Peradeniya.

Alumni who returned to positions in India and Pakistan include D. N. Sharma ('59), who became librarian for the Book Procurement Program of the Library of Congress in India. Sharma has contributed mightily to library literature. In 1964, he became librarian at Madras University. In a letter to Dr. Goldhor, Katharine S. Diehl said:

One of the Illinois graduates, Mr. D. N. Sharma...has numerous labour difficulties, paper-work problems, etc., but he has the library functioning in such manner that graduate students have easy access to the stacks. (Alumni files)

Abdul Moid (Ph.D. '64) was librarian of the University of Karachi, Pakistan, and head of the Department of Library Science from 1966 to 1975. Moid also contributed to an international conference on library education in developing countries held in Hawaii in 1967. Moid moved to Nigeria in 1976 to become university librarian of Bayero University in Kano.

Reginald Thambiah ('59) was appointed to the post of librarian at Jaffna College in Vaddukoddai, Ceylon, a position he held for many years. Beginning in 1960, he edited the journal of the Ceylon Library Association.

At Chulalongkorn University in Bangkok, Thailand, several alumni were Fulbright lecturers in library science. Ruth Rockwood ('50), teaching there in 1952-1954, was instrumental in getting

funded a floating library, a 46-foot river vessel. Arnold Trotier (M.A.'32) taught at the University in 1954-55, and Ruth Erlandson ('37, M.S. '43) in 1956-58.

Far East and Australia: Between the world wars alumni were influential in the library movement in China. First to contribute was T. T. Yang ('24-'25) who, after graduation, returned to the post of librarian at the Peking College of Economics and Law. Starting in 1930, he and his wife were librarians at Kiangsi Provincial Library, Nanchang, Kiangsi. A graduate of Boone Library School in Wuchang, Lincoln Hsieh Cha ('29), returned in 1933 as dean of that School at Central China University. In 1935, he moved to National Chi-Nan University, Shanghai, where he taught library science and was a librarian. Lincoln Cha published a number of articles in China on library subjects, including some about library legislation. Entering politics, he became a member of the Republic of China delegation to the U.N. from 1947 to 1962. Afterwards he worked at the Queensborough Public Library in Flushing, New York.

A somewhat later graduate, Paul Chen ('38, M.S.'51), returned to China in 1939 to become librarian for ten years at the Nanking Theological Seminary in Shanghai (where he knew Lincoln Cha). In 1956, he settled in Taipei, Taiwan, and worked at the National Central Library. In 1966, he became a librarian at the Vancouver Public Library in British Columbia. Chen kept in touch with the School over the years. In 1941, the School, and especially his class, raised funds to help support Chen's project to distribute children's books in Shanghai. In a 1946 letter to Dr. Lewis Stieg of the School, Chen wrote:

The Nanking Theological Seminary has recently moved back from Shanghai to our old campus in Nanking. We found that practically all library books and equipment that were left in Nanking during the war were looted...I shall be willing to do whatever I can to promote the whole library movement in China. I have made a suggestion that a national conference of librarians should be called in Nanking sometime this coming summer...I am profoundly

interested in the training work for librarianship. China needs more capable librarians. In fact, many libraries are now asking for trained librarians and the demand is far greater than the supply. It is my opinion that besides Boone Library School we should have one good library school in East China and one in South China as the two training centers. (Alumni files)

Library education in China benefitted from the contributions of Grace (Darling) Phillips ('05) and E. Eleanor Booth ('34) who taught at Boone Library School in the 1930s. War conditions forced Booth to leave China and relocate in Australia.

The Philippines has been the home of alumni since 1918. More recently, Ursula de Guzman Pichache ('61, Ph.D.'69) returned to the Institute of Library Science of the University of The Philippines in Quezon City as professor and dean. Catalina Y. Diluvio (Ph.D.'89) returned to Cebu City to become chair of the Department of Library Science of the University of San Carlos.

In Japan, the School has been represented by Takeo Urata ('52) who became librarian at the University of Tokyo. Influential in library circles, he has edited proceedings of workshops on medical and health libraries in Southeast Asia. Yoshmari Tsuda ('57) was appointed librarian of the Keio Medical College Library in Tokyo. Madoko Kon ('60) returned in 1963 to become acquisitions librarian at that Library under Tsuda, but by the late 1980s was at Chuo University, Tokyo, as professor in the Faculty of Literature.

Australia has provided a number of outstanding students at the School over the years. Jean Hagger ('61) returned to a position at the University of Melbourne and in 1963 was appointed head of the Department of Librarianship at the Royal Melbourne Institute of Technology in Victoria. She edited the proceedings of a conference held there in 1968, "Librarianship for Tomorrow's World." Geza A. Kosa ('69) became head of the Department of Librarianship of the Tasmanian College of Advanced Education. In the late 1980s, he was at Burwood State College in Victoria. W. Boyd

Rayward ('66) returned in 1986 to become head of the School of Librarianship of New South Wales.

Central and South America: An early alumna, Mary E. Dallera ('34-'35), returned to Chile in 1937 to become librarian of Santiago College of the University of Chile. In Colombia, Rudolph H. Gjelsness ('20) was co-director of a training institute for South American librarians held in Bogota in 1942. He was assisted by Sarita Robinson ('17-'19).

In the 1950s, Lois M. Davidson ('52) became librarian of the Union Theological Seminary in Mantanzas, Cuba. Displaced by the revolution there in 1960, she relocated to Mexico City, where she was librarian of the Union Seminary. Isaura E. (Salazar) de las Casas ('51) became head classifier at the National University Library in Panama City in 1952 and later librarian at the Biblio de los Estados Unidos. Her translation into Spanish of Professor Thelma Eaton's cataloging textbook, a standard in the field, was published in Panama.

In the mid 1950s and 1960s, William V. Jackson ('51) (on the School's faculty from 1958 to 1962), became active in Latin American library education. During 1956, he lectured throughout Argentina under sponsorship of the U.S. Department of State, and later in Ecuador. In 1959 he lectured at the University of Cordoba in Argentina under the Fulbright program. He was delegate to the U.S. National Commission for Unesco in 1959, and from 1967 consultant to the regional office for Central America and Panama of the Agency for International Development (AID), to suggest some of the responsibilities of his career.

Faculty

No record could be found of faculty teaching outside the United States before 1920. First to teach abroad was Florence Rising Curtis (assistant professor, 1908-1920), who taught at Honan Agricultural College in Kaifeng, China, and at The Philippines Normal School in Manila in the early 1920s.

After World War II, several faculty taught and consulted in other countries. Probably most influential was Robert B. Downs (director, 1943-63; dean of library administration,

1963-71). In 1948, he lectured at institutes at the University of Tokyo and University of Kyoto. Downs offered advice regarding the development of the National Diet Library in Tokyo. He also suggested legislation that would require depository copies. In 1953, Downs consulted at the National Library of Mexico and the Library of the National University in Mexico City. In 1961, Downs visited libraries in South America. Sponsored by AID, in 1963, he visited Afghanistan to consult on a national library and the library of the University of Kabul. Downs enriched library literature with reports of his work in other countries. Some of his experiences are recalled in his autobiography, *Perspectives on the Past* (Downs, 1984).

Harold Lancour (associate director, 1947-61) was also active in international consulting. For the 1950-51 academic year, he used a Fulbright Fellowship to visit Britain for a comparison of British and American library education. Then, in 1952-53, he was director of the U.S. Information Service (USIS) libraries in France. In 1957, he studied libraries in British West Africa on a Carnegie Corporation grant and reported his survey in the School's *Occasional Papers* (Lancour, 1958). In 1959, Lancour was Ford Foundation advisor at the University of Education, Monrovia, Liberia.

Alice Lohrer (professor, 1941-74), world traveler, also taught and consulted in several widely separated regions of the world. She was a Fulbright Lecturer in Library Science at Chulalongkorn University in Bangkok, Thailand, during the academic year 1955-56. During the summer of 1959, she taught at the Japan Library School, Keio-Gijuku University, in Tokyo. Professor Lohrer used a Fulbright grant during the 1966-67 academic year to consult at the University of Tehran, Iran, a library school to which she returned for several years after retiring in 1974.

Herbert Goldhor (professor and director, 1946-52, 1962-79) made a study of the Inter-American Library School in Medellin, Colombia, in 1964 with Dean Downs. Goldhor later spent part of 1977 at the Department of Library Science of the University of Azarabadegan in Tabriz, Iran. He studied

library use during a sabbatical year (1978-79) at the University of the West Indies, Kingston, Jamaica. During November 1978, he was a Unesco consultant to the Department of Library Economy at the University of Brasilia in Brazil.

George S. Bonn (professor, 1971-76) had many accomplishments in international librarianship before joining the School's faculty. He was a Fulbright research scholar in Japan (1953-54) and taught at the Japan Library School of Keio-Gijuku University (1954-55). He became a library consultant in Turkey (1955-56), and then advisor to the Department of Library Science of the University of Delhi in India (1967-1969). It was George Bonn who introduced into the curriculum LIS 450D, "International Comparative Librarianship." He brought an international perspective to all his classes.

F. Wilfrid Lancaster (professor, 1970-) has a most impressive record of contributions to library and information science abroad and to education for the profession, including both academic preparation and continuing education. He has been advisor, consultant, lecturer, teacher, and conference speaker in Argentina, Australia, Brazil, Chile, Costa Rica, Denmark, Egypt, England, Finland, France, Germany, Guatemala, India, Israel, Jamaica, Malaysia, Mexico, Netherlands, Norway, People's Republic of China (PRC), Poland, Portugal, Sri Lanka, Sweden, Switzerland, Syria, Taiwan, Tunisia, Turkey, Venezuela, and USSR. Lancaster has worked for the UN and Unesco as well as other international organizations. His reports and monographs about these responsibilities are too numerous to name. He has contributed to books and journals many writings about topics with international implications; some international students have served as joint authors. He is a member of the editorial board of several international journals. His books about information science have been translated into Arabic, Chinese, Japanese, Russian, and Spanish. Twice a Fulbright Fellow, he has been awarded other grants and appointments, too. One Fulbright was to the Royal School of Librarianship in Copenhagen. More recently, on the other side of the world, he was visiting professor in the College of Library and Information

Science, Wuhan University, PRC, a school that grew out of the Boone Library School mentioned earlier. Professor Lancaster has also been most instrumental in attracting international students to the School.

Donald W. Krummel (professor, 1970-) is a member of the International Association of Music Libraries and served on the editorial board of its journal. He spent sabbaticals in 1974 and 1990 at the British Library in London. He also gave lectures to the Bibliographical Society in London, and he delivered other lectures at Leeds (UK), Uppsala (Sweden), and Stuttgart (Germany). For his Guggenheim Fellowship in 1976-77, Krummel pursued research at the Bavarian State Library in Munich. Some of his publications deal with music matters of Europe.

Professor Linda C. Smith ('72), who joined the faculty in 1977, pursued research at Linköping University in Sweden in 1985 and gave lectures at five library schools in Scandinavia, as well as some in England. In 1989, she returned to Linköping. In 1983, she was a participant at a meeting in Caracas, Venezuela. In 1988, she gave a keynote speech at the 44th International Federation for Documentation conference in Helsinki and in 1989 presented a paper at a meeting in Vienna.

Charles H. Davis (dean, 1979-86, professor, 1979-) presented papers at a conference in Taipei, Taiwan, in 1983 and at a conference on the applications of microcomputers held in Baden-Baden, Germany, in 1986. Leigh S. Estabrook (dean and professor, 1986-) is a consultant to the U. S. State Department on information systems and has traveled to Germany and Barbados in that capacity.

An author of this chapter, Selma K. Richardson, has been active in the International Federation of Library Associations (IFLA), attending its conferences in Nairobi, Chicago, Brighton (England), Paris, Stockholm, and Moscow. At two conferences she presented papers which were later published in international journals. She has served as secretary of the Section of Children's Libraries and editor of its newsletter. Contributor to two IFLA publications about children's services, she also wrote

an article about the Section for a Soviet journal. In addition to IFLA activities, Richardson was a consultant, with Professor Goldhor, at the University of Azarabadegan, Tabriz, Iran, in 1977 and visited library schools in Tehran and Shiraz. On sabbatical in 1980, she attended the Congress of the International Board on Books for Young People in Prague, after working in research collections in Austria, Bulgaria, and Poland. In 1983, she visited children's libraries in the People's Republic of China and then went to Singapore to give a lecture for the Ministry of Education.

LIBRARY SCHOOLS ABROAD

Alumni and faculty have influenced the international library community by helping to establish library schools in other countries. They have also served as full-time faculty and have lectured and consulted at schools. Discussion is limited here to ten schools in Africa, Asia, and South America where the impact of alumni and faculty has been significant, indeed. The schools are generally discussed in the order they were created.

As early as 1943, Arthur Gropp ('30, M.S. '31) started a one-year program of library education in Montevideo, Uruguay. The program was expanded to two years in 1946, when it affiliated with the University of Montevideo and Gropp became the school's director. The school is flourishing today, with more than one hundred students enrolled. In 1944, Kate D. Ferguson ('16) started a library school at Achimota College, Accra, Gold Coast (now Ghana) to train librarians for posts in existing libraries and in cultural centers to be established in British West Africa. She wrote to the School:

We arrived at Achimota College, after a 250 mile drive through flat green country with small native villages dotted along the road....This college, entirely for Africans, with English and African staff is 7 miles out of Accra....

Our scheme is to teach for one year, then give our students one year practical work under our supervisor, and then keep on supervising. (Alumni files)

In the 1950s, Robert B. Downs assisted in establishing two library schools. One was the Japan Library School of Keio-Gijuku University in Tokyo. Downs was instrumental in incorporating in Japanese library legislation a requirement that all librarians have formal library education. This ensured a steady flow of students through the school. In Turkey, Downs established the library school at the University of Ankara in 1955 and was its first director. Its early years saw several closings due to political unrest, but its program is well established now.

In Bangkok, Professor Alice Lohrer drew up, in 1956, a plan for a library school when she was a Fulbright Teaching Fellow in Thailand. The in-service training component of the program was under the sponsorship of the Thailand Library Association. The library school affiliated with Chulalongkorn University in Bangkok.

Two schools were developed in South America. In the late 1950s, William V. Jackson ('51) was instrumental in starting the Inter-American Library School of the University of Antioquia in Medellin, Colombia. He was a member of the International Advisory Board and taught several courses. The school offers a five-year program. During 1964-65, Rudolph Gjelsness ('20) established the library school of the University of San Marcos in Lima, Peru.

Harold Lancour was influential, around 1960, in organizing the library school at the University of Ibadan, Nigeria. An experimental program, especially adapted to the needs and resources of West Africa, the plan was based on Lancour's conclusion that to develop libraries there is great need for librarians at leadership levels.

The School has had great influence on library education in Iran. H. Vail Deale ('37), while on a Fulbright Fellowship at Pahlavi University in Shiraz during 1965-66, drew up a plan for establishing library programs at that university and other schools. The next year Professor Alice Lohrer was a Fulbright consultant at the University of Tehran, guiding the establishment of its library school. Deale returned in 1970-

71 on a Fulbright to teach at the newly-established library school in Tehran, and Lohrer taught there from 1974 to 1976.

ON CAMPUS

Conferences, Courses, and Lectures

The School sponsored, in 1967, an "International Conference on Education for Librarianship." It was attended by 58 people from nine countries. Other conferences, institutes, symposia, and meetings have carried elements relevant to international interests and issues. Many of these conferences have also brought speakers from other countries and attracted participants from abroad.

The School has offered a few courses on international librarianship over the years. The course offered by George Bonn was mentioned previously. In the 1980s, students could enroll in LIS 450AE, "Librarianship in the Developing Countries," taught by visiting lecturer Bruce Manzer and doctoral student Tony Olden (Ph.D. '87). LIS 450AJ, "Libraries and Society in China," was taught by William Wong of the Library faculty. Library faculty have taught Africana bibliography and Slavic bibliography several times. Although such courses are specifically directed to international concerns, mention is made in many courses of books, libraries, and information networks of other countries—references that span time and place from the early libraries of the classical world, to children's books published in other countries (then and now), to electronic communications among scholars. The examples must suffice for a huge body of instances.

At least four lecturers of the Phineas Windsor Lecture Series sponsored by the School, addressed issues of librarianship in other countries. Lester Asheim, well-known library educator, presented "Librarianship in the Developing Countries" in 1966. The following year, Erik Dal of the Royal Library, Copenhagen, lectured on printing and publishing in Scandinavia. In 1974, Harold Lancour, then director of the University of Pittsburgh library school, presented lectures about "The Role of Americans in Library Education Abroad," and "Trends

in Librarianship in Developing Countries." In 1991, William V. Jackson ('51) of the University of Texas, spoke about national libraries in Europe.

Innumerable lectures about the international scene have been given in classes and at special gatherings by people from the United States with considerable interest in libraries and librarians abroad, as well as by librarians from other countries who are studying in the United States. A roll call would produce a Who's Who in World Librarianship; however, taking the roll is an exercise for another time.

Summer and Fall 1991

This chapter is by no means a final one about the international involvement of the School. If anything, at the time of writing (the year before the Centennial celebration begins), some new highs were reached with regard to international activities of faculty and alumni, and the representation of international students and visitors on campus.

Faculty: Faculty have traveled to other countries to lecture and study. Bryce Allen taught at Dalhousie University in Canada during the summer of 1991. F. Wilfrid Lancaster spent the Fall semester pursuing research at the Indian Statistical Institute in Bangalore, India. Martha Williams chaired a session at the International Online Information Meeting in London and presented a paper in Munich, Germany.

Professors Linda C. Smith ('72) and Jana Bradley (Ph.D. '90) presented papers at an international conference in August at Tampere, Finland. Jana Bradley also pursued, in London, her research about early women printers. And Linda Smith received an invitation to present a paper at an international symposium in May 1992 at Kyoto University.

Moscow was the venue of the August 1991 conference of IFLA, as well as a coinciding coup attempt. Professor Selma Richardson was there, and so was the newly elected IFLA president, Robert Wedgeworth ('61). The conference also provided the opportunity to meet briefly with two alumni from Turkey who will be helping organize the 1995 IFLA conference in Istanbul. Nilufer (Norman) Tuncer ('60), is

professor at Hacettepe University and director of the Documentation Center of the Higher Education Council. Esin Ataman Solakoglu ('60) is USIS librarian in Ankara.

Students: It was mentioned earlier that, as of this writing, there are 36 international students in the School including 22 master's and 3 C.A.S. students. Among the homelands of the eleven doctoral students are Greece and Kashmir. Of the 36 international students, 17 come from the Peoples Republic of China. Seven are from Taiwan. Other students have traveled from Argentina, Hong Kong, Korea, Lebanon, Malaysia, and Poland.

International students registered in fall 1991 were asked what brought them to the School and what impressions they have had of the School. Many said they were drawn by the School's reputation. According to a doctoral student from the PRC, "GSLIS has excellent faculty members and high quality in teaching. It ranks first among library and information science schools" (Richardson and Wilson, 1991). Lorraine Haricombe, doctoral candidate from South Africa, commented that the School "enjoys an international reputation, thanks to leaders in library and information science who have long been associated with this campus—Robert Downs, Herbert Goldhor, and F. W. Lancaster, to name but a few" (Richardson and Wilson, 1991). Maria Floren, a doctoral student from the Dominican Republic, also emphasized the importance of personal connections in her decision: "I knew about the School a long time ago, through its publications (*Library Trends*), but mainly through Robert B. Downs, who was active in international librarianship. He was a consultant to other library schools in Latin America, particularly the Inter-American Library School in Medellin, Colombia" (Richardson and Wilson, 1991).

What is their impression of life at the School? Impressions range widely. One student said it is "anything but fun" (Richardson and Wilson, 1991). But another, Yaping Liu, a master's student from the PRC, said "My life at GSLIS has been great" (Richardson and Wilson, 1991). In general, most students comment on

how difficult it is here, but in balance they feel the effort is worthwhile. One student commented: "Life at GSLIS is extremely difficult, not only because of academic requirements but also because of the language and the adjustments to another culture. But, in the end, I guess that it is worth it" (Richardson and Wilson, 1991).

Among comments by the students are those that might offer some direction to the School for the next century. Some students say, and the concern has been heard from other quarters, that some courses and perspectives are geared to librarianship in developed countries, particularly English-speaking ones. Students are not exposed sufficiently to libraries and practices in other parts of the world. Presumably, U.S. students could also benefit from such exposure. Perhaps it is time to heighten efforts to bring to courses, whenever possible, international perspectives.

Visitors: The School has for many years hosted international visitors, a topic neglected in this chapter. Nevertheless, to suggest some examples, among those who, in the fall 1991 semester, gave lectures and were available for consultation was Evelin Hohne of the International Youth Library, Munich, Germany. She spoke about Latin American children's literature. Irene Wormell of the Royal School of Librarianship, Copenhagen, pursued her interest in the design and implementation of specialized information sources.

A steady stream of international visitors now comes by the School through the generous gift of C. Walter and Gerda B. Mortensen to the University Library. The grant, among other specifications, provides for the support of Mortensen fellows from countries around the world. While here, the fellows usually present lectures about librarianship in their countries to which the School is always invited.

ALL TOGETHER NOW

A program offered on the very day that the final period must be placed on this chapter (January 15, 1992) hints of faculty, student, and alumni involvement in international

activities on campus. The Library, under the sponsorship of the Mortensen grant, offered an orientation to all the new international students on campus. Among those conducting the program was Marianna Tax Choldin, Mortensen Professor, who also teaches courses for the School. Two other members of the Library faculty assisting with the program, who also teach courses for the School, were alums Betsy Wilson ('78) and Robert Burger (Ph.D. '88). Other alumni helping with the orientation were Tom D. Kilton ('73) and Ann Ricker ('79). Doctoral candidate Lorraine Haricombe ('88) spoke; she also taught a course for the School this past semester. Jing Qiu, master's student from the PRC, serves as a graduate assistant to meet the library needs of international students on campus.

The School has a long tradition and enviable reputation of contributing to the international scene. The efforts of alumni, students, and faculty are, indeed, worthy of praise and a source of pride. In libraries and library schools around the world the people of the School have made a difference.

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TERRY CROWLEY

In the late 1960s, the United States was in a domestic and international turmoil over the growing war in Southeast Asia, the "War on Poverty" at home, and the friction between the stated ideals of the "Great Society" and the ubiquitous evidence of how far towards those ideals we had to go. One of the pressing issues of higher education was that of making opportunity more equal for minority students, most of whom were being educated at traditionally black schools which were very much separate and unequal. When students at these schools wished to continue their education in graduate school, they were often ill prepared for the rigors of competition with students from traditionally white schools. Additionally, they had to face indifference or outright hostility of some faculty and students, as well as the lack of a support group in what amounted to an alien culture.

Among universities, Illinois was, in 1968, one of the first to set up a program to recruit, admit, and mentor minority students; a special dean was named to assist students in their adjustments to college life. Among units at the Urbana

campus, the Graduate School of Library Science was an early adopter of this innovation and mounted a short-lived program that identified, selected, supported, and eventually graduated numbers of minority students significantly larger than those of prior (or subsequent) years.

On October 10, 1969, the Library School submitted to the Carnegie Corporation of New York a "Proposal to Prepare Disadvantaged Students for a Career in Librarianship." The application requested \$65,000 for a two-year program beginning in June 1970. Thus began an unusual, flawed, but ultimately successful program to increase the number of disadvantaged students, primarily black and Hispanic, who would become librarians. This is a brief recollection of the successes and failures of that program, and a partial review of what happened to the graduates about whom something is known.

As described in the original proposal, the "problem" had two parts: the lack of scholarship money to support students of color and the "disadvantage" assumed to result not only from their academic but also from their cultural preparation. For part one, scholarship support was set at \$2,200 for the first year, \$450 for the first summer, with more for dependents; in the second year the figures were raised to \$3,000 and \$600 respectively. Out of this would come room, board, books, and incidentals.

Part two was harder. The program was designed from the beginning to support the "disadvantaged" students with a variety of remedial programs such as reading and writing clinics, as well as with an extra year of financial aid to allow them to take classes at a slower pace. The normal one-year schedule was doubled, with summer employment in regional libraries facilitated if possible, by the program director.

Selection of the students was an area of great concern. They had to show that they did not have the financial resources to attend Illinois, and they had to file confidential statements about their personal history, which indicate(d) a "socially or culturally deprived background." Their academic qualifications had to be "minimal" and therefore not high enough to earn

graduate stipends, which were traditionally awarded on the basis of scholarly achievement and potential rather than need. An applicant found to possess all the normal requirements for admission was welcome as a regular student taking a full-time course of study but not qualifying for the scholarship program.

According to the proposal, the students were to be selected from "weaker schools" or have lower averages from "stronger schools." Deficiencies in language or course requirements were allowed, providing that they were made up during the course of the M.L.S. program. In other words, the students were going to be selected on the basis that they would probably not be successful at GSLIS unless they were given financial aid, extensive remedial and tutorial assistance, and allowed to take the usual number of credits over twice the usual time. That Illinois administrators and faculty were sincere in their desire to help these "disadvantaged" students is not the issue; that our proposal was insensitive to the labels, the lowered expectations, and the assault on the pride of the students is the conclusion, in hindsight, of the author, who was the faculty adviser to the students and director of the program.

Beginning in the spring of 1970, an advertising campaign was launched targeting traditionally black colleges and universities in urban and non-urban areas across the country. Important qualifications, in addition to the Graduate College minimum 3.5 (on a 5-point scale) grade point average, included personal references, class rank, and the "total record of achievement," which presumably would include extra-curricular activities and work experience. Sex and marital status were not factors, and some financial support was earmarked for dependents. Because of a Federal program initiated in 1969 to provide master's fellowships, the director of the Library School decided to allot ten of the fourteen Federal scholarships received to the Carnegie Program, thereby husbanding Carnegie dollars for future support.

Although only ten students were supposed to be recruited, the program director was able to persuade the advisory board that twelve students should be admitted, arguing that if two

dropped out, the original number of ten would be maintained. One person withdrew before school began, and the first eleven students admitted to the program as "Carnegie scholars" were as follows:

La Jean Boynton (Oakwood)
Betty J. Bonner (Central State)
Pamela Cash (Oklahoma)
Alva G. Hayes (Sacramento State)
Carolyn L. Hebert (New Mexico Highlands)
Darlene K. Lewis (San Diego State)
Frances D. Lyons (Southern)
Karen D. McAdoo (Ottawa)
Norman V. Blair (University of Cincinnati)
Michael E. Powell (Kentucky State)

The summer 1970 session began with rounds of "diagnostic" tests and evaluations of student reading and writing skills; the worst of these tests was one which used an answering sheet headed "Freshman Test of Abilities." Almost immediately the director was faced by some angry insulted students who stated forcefully that they were not going to "take it" any more, and that they wished to be included in any future planning and program adjustments. It became clear to the director that something was seriously wrong with the assumptions of the program, that these college graduates were not about to allow themselves to be treated like "freshman" and that the selection criteria had worked to produce a strong, cohesive cadre of students who were not the pliable, submissive, compliant individuals we had expected.

While there were, in fact, some students who did not challenge the program's assumptions, it was evident that the basic premise of selecting students for their supposed disadvantaged status was inadequate justification for the corresponding assumptions of academic deficiency. The most egregious error was to expect that there would not be negative repercussions from the students' "special status," a status that was immediately evident to program participants and to students in general. When the program director left two

years later, all eleven students of the first group and 18 of the 19 in the second had graduated. Today, graduates of the first group for whom current addresses can be found are managing libraries for Dayton-Montgomery Library System (Norman Blair, Supervisor of Branch Libraries), Johnson Publishing Company (Pamm Cash), First National City Bank of Chicago (Betty Bonner), and the audiovisual department of the St. Louis Public Library (Michael Powell). Norman Blair was one of two winners of the Shapiro award, given annually to outstanding students. And although some students appeared on the mid-term "less than a B" list, over half earned at least one grade of "A" in their first semester.

Another less prominent effect of the program was its influence on the admission standards and policies of the School. Because of the experience with Carnegie applications, the School faculty decided to revise the admissions criteria to allow more flexibility in meeting deficiencies in one area with strengths in another. Thus a student who lacked a foreign language qualification but possessed a strong record of community service could be admitted with the proviso that the foreign language deficiency be made up before graduating. In this way, the Carnegie program contributed systemically to improving the opportunities for minority students who were to follow. Recruiting for the second year was facilitated when six of the first-year students were sponsored by the Black Students Association in visits to black colleges to recruit.

While the Carnegie program was developing, the Champaign-Urbana Social Responsibilities Round Table (SRRT) issued a three-page, single-spaced statement (28 April 1970) on "Recruitment of Students from Minority Groups by the Graduate School of Library Science" urging the school to: (1) arrange for qualified tutors; (2) place urgent priority on recruiting a qualified minority group member to assist the director; and (3) "confront and eliminate" the two-track problem by developing a "sense of community" which would ensure that the Carnegie funded students were not seen and labeled as inferior. Further suggestions included altering the School

bulletin to reflect a special interest in recruiting members of minority groups, hiring an administrative staff member to work with minority concerns, recruiting substantial minority representation in sixth-year certificate and Ph.D. programs, establishing a consortium in Illinois of library schools to recruit, train, and place members of minority groups, and finally, recruiting minority faculty members.

An undated SRRT memo to the Library School director summarizes, for purposes of confirmation, the "faculty response" as reported by the School director. It was almost completely negative: the faculty as a whole "(did) not feel they can support" the statement on minority recruitment or make a statement "committing themselves to oppose racism in society or in our profession"; there was no need for organized recruitment, and the Carnegie program was "experimental" and "something apart from the regular library school program...to be handled entirely by its director." The School could not "commit itself to further action in minority recruitment until the results from the Carnegie program" were available.

Despite what might fairly be called a lack of support and outright resistance on the part of the majority of the faculty, planning for the second year of the program began even as the first year got underway. A federally funded "M.S. Institute for Members of Minority Groups" was proposed to the U.S. Office of Education in the spring of 1971 seeking funding for 20 students. The original grant request of \$145,000 was, at the last minute, halved, so that fewer students could be supported, costs such as travel were eliminated, and various support features lost. Since 20 students had already been recruited, 15 were designated Institute participants and the other 5 were supported with Carnegie funds. A student from the first year joined the selection committee to help process the second-year applications.

Second-year students were recruited with the expectation that they would finish the program in less time; their statistics for grade point average, age, and prior experience in libraries were very similar to students as a whole. Statistics gathered

for an ALA proposal to the Illinois State Library to increase minority members of the profession show that, of the four library science programs in the state, only the Urbana-Champaign campus had more than a token number of minority students: 29 of 205 or 16%.

The second-year group was comprised of the following students:

- Jewell Armstrong (Prairie View)
- Juanita Buddy (Oakwood)
- John Butler (College of Emporia)
- Marion L. Carter (University of Utah)
- Judith Dickens (Miami of Ohio)
- Edith M. Fisher (Cal State)
- Albert Garcia (Cal State)
- Janet Hawkins (Ouachita Baptist)
- Willie Mae Hill (Grambling)
- Hallie Jordan (Knoxville)
- Grace Martinez (Corpus Christi)
- Samuel Morrison (Cal State)
- Sybil Moses (Spelman)
- Bobby Player (Alabama State)
- Yvonne Wallace (Knoxville)
- Lonita Walton (Central State)
- Juanita Warren (Oakwood)
- Gwenn Weaver (SUNY-Buffalo)
- Alfred Woods (Illinois-Chicago)

In the second year, Carnegie students became active in the student council, with Edith Fisher serving as chairman (sic), Sam Morrison vice-chairman, and Grace Martinez on the planning committee. The *Bookstacker's Hue and Cry*, a student-produced newsletter in its initial issue of November 1971, listed Jewell Armstrong, Juanita Buddy, and Yvonne Wallace among the staff.

As with the first-year graduates, some have disappeared, some have gone into other fields, one has died (Marion Carter), and some have had distinguished careers. Those who could be traced include the head of the largest branch library

in the Scottsdale Public Library system (Judy Dickens Register) featured in a *Library Journal* cover story about the opening of that branch; the director of the Chicago Public Library at the time of the planning of the Harold Washington Memorial Library (Sam Morrison), now the director of the Broward County Library in Florida; the director of a human relations consulting firm (Tenge Enterprises) and recipient of a Ph.D. from Pittsburgh (Dr. Edith M. Fisher); the former director of the ALA's Office of Minority Services (Sybil Moses), now returned to the University of Illinois as a doctoral candidate in the Graduate School of Library and Information Science; head of the serial department at Howard University in Washington, D.C. (Bobby Player); the head of the cataloging division of the Pentagon Library (Jewell Player); Deputy director of the Atlanta Public Library (Lonita Walton); associate librarian for automation of the Baker Library at the Harvard Graduate School of Business in Boston (Gwenn Weaver). A second Shapiro award was won by Sam Morrison while he was at Illinois.

What is perhaps most notable about this list of accomplishments is that it is so similar to the accomplishments of Illinois graduates through the 100 years of its history. Exactly like the majority of Illinois graduates, the 30 students in this program worked their way through a rigorous academic schedule, coped with the many other demands on their time (including, for some, family obligations), and went on to careers in librarianship marked by diversity, growing responsibility, and a commitment to service.

In a report to the Leadership Training Institute dated May 15, 1972, the director commented: "We felt that the best educational process for the recruited students would be one which separated them the least from other students...no special classes, no special sections, no singling out...." In another comment made a few years later, the director noted: "By avoiding the well-intentioned but essentially prejudiced views of the prior year's program we hoped to mitigate the abrasive factors of this program, knowing too well that we

could not mitigate the abrasiveness of much of graduate life in this university."

Often overlooked in programs such as this was the added value the Carnegie students brought to the classrooms. Discussions of outreach programs, selection of ethnic materials, racism in American society, and library support were enriched for students and faculty alike because of the presence of significant numbers of black students. As noted elsewhere, "we as a profession have suffered from the lack of education (under-represented minorities) could have given us" (Crowley, 1975, p. 236).

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The author would like to acknowledge the extra efforts during the years of the Carnegie program of Mrs. LaVerne Caroline, secretary to the Library Research Center. She was a friend, mentor, and supporter of both the students and the author.

CAROL BATES PENKA

The history of the Library School Association is inextricably linked to that of the Graduate School of Library and Information Science, the University Library, and the profession of librarianship both here and abroad. As one reads the early accounts of the association, one is filled with pride at the enthusiasm and professionalism with which our founders went about their tasks.

The Illinois State Library School Association was composed of former students at the Armour Institute of Technology and at the University of Illinois. It was organized at the annual conference of the American Library Association held in 1898. This conference was convened at Lakewood-on-Chautauqua, New York, and total attendance there numbered 494. Of this number, 15 were Illinois State Library School students from the classes of 1894 to 1899. It is interesting to note that, even at this early time in the history of the School, students were encouraged to attend library meetings.

Katharine L. Sharp, founder and director of the Illinois State Library School, had been the first president of the New York State Library School Association.

She no doubt realized that there was a great need for some tangible means of communication between the school and the alumni, and she was instrumental in creating this organization and in helping to draft our constitution....The association was probably one of the first alumni associations representing a school or college rather than the whole student body of a university. The reason was that in the early years the students varied greatly in their preparation; some were undergraduates who would receive a bachelor's degree, but many already were graduates of other universities who felt their loyalty was due to their own institution. This new association stressing loyalty to the library profession as well as loyalty to Illinois seemed to answer the need. (Houchens, 1969, p. 15)

According to its constitution, the stated objects for the formation of the Association were to promote social intercourse among its members and to advance the interests of the Illinois State Library School. Josie Houchens, in "Looking Backward," included additional goals of giving support when needed and recruiting students who were deemed especially qualified for library service (Houchens, 1969, p. 15).

The Association's annual meeting was always held in conjunction with the annual American Library Association meeting. Its badge was the official pin of the University of Illinois. The officers were president, first and second vice presidents, and secretary-treasurer. By May 1903, membership in the Illinois State Library School Association numbered 76, and 64 former students also belonged to the American Library Association.

ACTIVITIES

In 1901, at the ALA conference held in Waukesha, Wisconsin, it was decided to establish an alumni lectureship for the school. The first lecture was given in May 1902 by R. Anderson H. Hopkins, president of the Illinois Library Association and assistant librarian of the John Crerar Library in Chicago. He spoke on "The Library, the Museum, and the New Education."

The second speaker was Melvil Dewey, director of the New York State Library School, who gave a course of five lectures in November 1902 on "Qualifications of a Librarian."

The years 1920-22, found the alumni of the School raising a memorial fund of about \$1200 and commissioning the sculptor, Lorado Taft, to create a bronze bas-relief tablet of Katharine Sharp. Sharp, who had resigned as head of the School in 1907 to become vice-president of the Lake Placid Club, died in 1914 as a result of an automobile accident. The bronze tablet still hangs on the third floor of the University Library near the Library and Information Science Library, and images of the tablet grace many publications.

When 126 people attended the 1992 banquet meeting in Detroit, the realization came that more ambitious goals could be attained and greater communication between alumni was needed. Consequently, the first issue of the University of Illinois Library School Alumni Association *News Letter* was published in April 1923. The big news of this first issue was that the new Library building had reached first place in the proposed building program of the University of Illinois. The Board of Trustees asked \$750,000 for the purpose, and the architectural firm Holabird and Roche in Chicago was already working on the plans. In the same *News Letter* issue, Grace Derby, president of the Association, called for a song suitable for use either in the Library School club meetings or at alumni reunions.

Amendments to the Association's constitution were passed in June 1925. These amendments created life memberships, the receipts from which were to form an endowment fund. With the receipts from two hundred life memberships at \$25 each, there would be enough funds available to offer a scholarship. Alas, with the School's alumni body numbering nearly 1,000, the association still had a membership of less than 150. By 1930, only 175 life memberships have been obtained (*News Letter*, Dec. 1930, p. 20).

Nevertheless, in June 1933, the first Katharine L. Sharp Scholarship (\$300) was awarded to Lucy Brown Foote, head

cataloger, Louisiana State University. Brown received her B.S. degree from George Peabody College and her first library degree with the class of 1930. No tuition or other fees would be charged to the holder of the scholarship by the University (*News Letter*, June 1933, p. 1). In order to conform to University requirements, the name of the award was changed to the Katharine L. Sharp Fellowship in 1948-49 (*News Letter*, Dec. 1948, p. 13).

At the 1935 Texas Library Association meeting, a group of 27 Library School alumni met and sang for the first time the following hymn. No doubt they remembered Grace Derby's earlier request. Arthur R. Curry, member of the class of 1916 and a prolific poet, wrote the words to the song, but no mention is made of the melody.

LIBRARY SCHOOL HYMN

Sacred to loving hearts, stands our alma mater,
Born of devoted lives, nurtured with love,
Guiding her children, guided from above.

Strong with the strength of right, gracious in her beauty,
Loyal in thought and deed, valiant for truth,
Counting her treasure what she gives to youth.

Through all the coming years, how shall we adore her?
How but in better lives, built by her aim?
Be all her children worthy of her name. (*News Letter*,
June 1935, p. 12)

A major milestone occurred in 1935 when the University of Illinois Board of Trustees created the University Foundation to unify and perpetuate alumni giving. The Library School Association chose to remain independent from both the University Foundation and the University's Alumni Association. Phineas L. Windsor, director of the Library and the Library School, sent a résumé of the Association's activities emphasizing the size and strength of the Library School's alumni activities: "The alumni and former students of the School...have held a reunion dinner at every annual conference of the ALA with attendance ranging in recent years from 100 to 220." In

addition, similar gatherings of Illinois alumni are held at state library association conferences (*News Letter*, March 1937, p. 23).

Phineas Windsor, who had been at the University of Illinois since 1909, retired from both of his positions in 1940. The Alumni Association raised \$3,400 in honor of Mr. Windsor's long service. Modestly turning down proposals for a portrait of himself, Mr. Windsor expressed a desire for a project to benefit the alumni of the school:

Dr. Robert B. Downs and Dr. Harold Lancour, with Mr. Windsor's approval, proposed that the income from the Windsor endowment fund be used to establish a lectureship series in the field of librarianship and its related subjects. Published in a volume to be called the "Phineas Lawrence Windsor Lecture Series," they would appear as part of a general library series known as the University of Illinois Contributions to Librarianship. (*News Letter*, June 1948, p. 4)

The Windsor lectures were inaugurated in April 1949. Speakers have included Dan Lacy, Sir Frank Francis, Sol M. Malkin, Lester E. Asheim, Erik Dal, Robert M. Hayes, Harold Lancour, Peggy Sullivan, Heinz von Foerster, Verner Clapp, Ralph Shaw, Louis Ridenour, and Robert B. Downs.

The Adah Patton Memorial Fund was established in October 1931. *Manuscripts and printed documents of the Archivio Cavagna Sangiuliana in the University of Illinois*, compiled by Meta M. Sexton, cataloger in the University Library, appeared in March 1950 as the first publication supported by the fund. (*News Letter*, May 1950, p. 4)

A memorial fund honoring former doctoral students William S. Berner and William V. Nash, who were killed in an automobile accident on July 15, 1970, was established by the Doctoral Section of the Library School Association in 1970 (*News Letter*, 1970, p. 6). This fund supports the Berner-Nash Award

which is given annually to the author of the best doctoral dissertation as selected by the faculty.

In 1971, to mark the retirement of Dean Robert B. Downs, another publication fund was established to be administered by the Association's advisory committee for endowment funds. This fund supports publications of the Graduate School of Library Science and the Library at the University of Illinois at Urbana-Champaign. *Ex Libris F. S. Ferguson* by James L. Harner, *Collections Acquired by the University of Illinois Library at Urbana-Champaign, 1897-1974* by Jean Major, and *A Checklist of the Proust Holdings at the University of Illinois Library at Urbana-Champaign* by Larkin B. Price, were the first three publications supported by the Downs Fund (*News Letter*, 1975, p. 5).

By the mid-1970s, with rapidly increasing costs and dwindling attendance, the long history of annual dinner meetings ended and the custom of the cocktail reception began. The last alumni dinner meeting was held in the Americana West Room of the Frontier Hotel in Las Vegas in 1973. Many alumni felt that the informal reception gave them more time to visit with friends from across the country.

The Distinguished Speakers Program, inaugurated in April 1987, was funded in part by a bequest from the estate of Edith Elizabeth Hague (B.S. '18), who remembered the Library School Association in her will. This program annually sponsors one or two outstanding speakers in library and information science. Additional funds from the Hague bequest became the "seed money" for an endowment for a named professorship in the Graduate School of Library and Information Science (*News Letter*, 1987, p. 5).

From 1976 until 1980, the *News Letter* was not published and no annual business meeting was held by the alumni association. In 1981, a decision was made to affiliate with the University Alumni Association. The LSA executive board felt that the services available to constituent groups outweighed any value independence allowed. All endowment funds would remain the property of the Library School Association and would

not be transferred to the Alumni Association. Moreover, 120 of the approximately 600 living life members of the Library School Association, and an additional 40 to 50 of the life members paid annual dues to the University of Illinois Alumni Association. Life members of the Library School Association would continue to have full voting privileges in the LSA; however, they would not automatically become members of the university's Alumni Association unless they paid those dues additionally. At the 1981 business, new bylaws were adopted and the members voted to petition the University of Illinois Alumni Association to affiliate with the Alumni Association as a constituent organization. On May 15, 1982, the executive committee and board of the Alumni Association approved the petition.

The Library School Association's *News Letter* continued to be published until 1987 when issue 100 was erroneously numbered 101. After this time, news of the School and its alumni began to be disseminated in one unified publication, further reflecting the interrelated nature of the School and the activities of its alumni.

In this centennial year, the activities of the Library School Association continue to focus on the promotion of scholarship in the profession, communication between alumni, assistance to deserving students, and recruitment of excellent students. Gatherings are now held at the conferences of all major library associations including the Special Libraries Association and the Medical Library Association. Thus, the traditions established in 1898 continue to be upheld.

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ROBERT F. DELZELL

Beta Phi Mu, the International Library Science honorary society, was founded at the University of Illinois in August 1948. The late Harold Lancour, then associate director of the Library School, had felt for some time that the creation of such an honorary for library school graduates could make a substantial contribution to librarianship. With a group of Illinois librarians, he suggested to a group of twelve students currently enrolled that they consider founding such a society. This group of students, including Alice Appell, Jean Atcheson, Alice Cooper, Louise Lodge, Kathryn Luther, Virginia Pumphrey, Dorothy Short, Rolland Stevens, Nancy Sutton, Robert Talmadge, Francis Taylor, and Howard Winger, unanimously agreed to organize the society.

The name of the honorary stems from Greek words meaning "libraries are the guardians of knowledge" and the dolphin and anchor of Aldus Manutius, an early Venetian printer, was selected for the insignia. The constitution prepared by the group stated that the purposes of the society were to recognize high scholarship in the study of librarianship and

to sponsor appropriate scholarly and professional projects. Membership is open to graduates of library schools accredited by the American Library Association who complete the fifth year or other advanced degree in librarianship with an average of 3.75 where an *A* equals four points. Only 25% of the graduating class may be nominated. This requirement also applies to programs of advanced study beyond the fifth year that do not end with a degree but require full-time study for one or more academic years. A letter of recommendation from the noted library schools attesting to demonstrated fitness of successful professional careers also is required.

After Alpha Chapter of Beta Phi Mu was established at the University of Illinois, other library schools began requesting information about the installation of chapters. The constitution allowed for the creation of two kinds of chapters. They could be chartered by the national council of Beta Phi Mu on receipt of a petition signed by ten Beta Phi Mu members and a letter from the school involved. Professional chapters also could be formed by Beta Phi Mu members in areas having no library school. Library school chapters could hold initiations, professional chapters could not.

As the numbers of chapters and membership increased, it became necessary to create a national headquarters organization and Harold Lancour was named executive director. The headquarters remained in Urbana until Lancour moved to the University of Pittsburgh School of Library and Information Sciences. In 1954, an executive council was formed, drawing its membership from all across the country. Annual meetings were held during the annual conferences of the American Library Association, a practice which continues. International membership in the honorary now is above 23,000 and the national headquarters continues to be located at the University of Pittsburgh.

From the beginning, the society has been especially interested in a publications program. An early publications committee, made up of Harold Lancour, Dee Brown, and Helen Welch Tuttle, created a Chapbook series in which

designers were allowed and encouraged to be as creative as they wished. The Chapbook series has been quite successful and has garnered a number of book awards, appearing on the winning lists of book competitions around the country. The society started a *Newsletter*, which continues to be published, and a monograph series for book-length scholarly works based on original research in subjects of interest to library and information professionals. In logical progression, a Beta Phi Mu awards program has included the Award for Distinguished Contribution to Education for Librarianship, which is administered by the Awards Committee of the American Library Association. In 1959, a Beta Phi Mu Good Teaching Award was created; the first recipient was Frances Neel Cheney. The Beta Phi Mu Award for Excellence in Professional Writing was first given in 1960. This award is presented to library school students for papers which demonstrate excellence in writing and suitability for publication.

In addition to projects undertaken on a national basis, chapters of Beta Phi Mu have established scholarships, lectures, and publishing projects. Such projects, no doubt, will continue to grow as the international association grows in membership and in the quantity and quality of scholarly projects.

More detailed information concerning the honorary may be found in the sources listed below:

- Appell, A. (1969). Beta Phi Mu. In *Encyclopedia of Library and Information Science*, Vol. 2, 347-350. New York: Marcel Dekker.
The Bowker Annual Library and Book Trade Almanac. (1991). 36th Edition, 658-660. New Providence, NJ: R. R. Bowker.
Delzell, R. F. (Ed.). (1957). *The book of Beta Phi Mu*. Urbana.

AFTERWORD

Leigh Estabrook

Civilization, and with it librarianship, must travel a perilous knife-edge into a paradoxical tomorrow of both menace and promise, a world about which there are no certainties except uncertainty. But for all the doubt, or perhaps because of it, we face a very exciting time to be alive, a time in which man's achievements will be limited by only his will to better his condition. (Jesse H. Shera, *ALA Bulletin*, 1967, p. 46)

We enter our next century of education in library and information science at a time of enormous challenge for this field. It *is* menacing to watch some of our best sister institutions (e.g., Columbia University, the University of Chicago) close. But it is also promising, particularly at the University of Illinois.

As our profession participates in broader social and technological changes and as librarianship gradually shifts its focus from collections to access, from libraries to information services regardless of location, this School is also changing. In a recent memorandum to other administrators at the University, I explained our work as follows:

Library and information science is a field directed toward issues of intellectual and physical access to information, literature, and other representations of human knowledge. Among the major areas of concern are the following: (1) what are the publishing/production patterns for transmitting such representations; (2) how can works and the information within them be represented and described so they can be located by users; (3) how do we design database structures and interfaces to those databases to enhance retrieval; (4) what are the social and individual factors that affect information needs, access, and use; (5) how do we preserve the books, films, records,

and other physical representations of knowledge to make them available for future generations; (6) how do we manage the collections of material; and (7) what are the policy issues (e.g., copyright) that affect access? As computers and communications technologies expand the ways in which people gain access to and use information, the field of library and information science has changed the ways in which it thinks about the problems on which it works. The field has essentially turned itself upside down. The center has become what might be called information transfer (i.e., those areas mentioned above), with libraries as important, but not the sole vehicles for making information accessible.

The field has broadened. The role of information in society has changed. Increasingly other units on campus are concerned with some aspects of information transfer and our faculty have developed collaborative relationships that reflect areas of interdisciplinary concern. GSLIS faculty are working with the National Center for Supercomputer Applications in the design of a digital library. Computer scientists are concerned with the technological design issues of storage and retrieval, GSLIS faculty with such issues as how users navigate through such systems to find the information they want. Another faculty member, whose research is on the effect of electronic networks on research, is working both with the NCSA project and also the Institute for Government and Public Affairs on areas of information policy. The Center for Children's Books, which moved from the University of Chicago to GSLIS in 1992, collaborates with the College of Education's Center for the Study of Reading. The Information Retrieval and Management Service works with Mechanical and Industrial Engineering and the Army Environmental Policy Institute on projects designed to make information available and useful to decision making and policy analysis. One faculty member has been appointed as a fellow in the Program in Cultural Values and Ethics.

The Graduate School of Library and Information Science may seem significantly different from the school that was

founded as the Department of Library Economy at Chicago's Armour Institute in September 1893. In many ways it is. The department opened with twelve students. The School now has over 250. The Department of Library Economy was integrally tied to the University Library. GSLIS now has formal connections with many of the other colleges on this campus and draws on faculty from a variety of disciplinary backgrounds.

Although the profile of the School has obviously changed, our core concerns have not. The problems we have addressed for almost 100 years—as educators for the profession and as researchers—continue to focus on one central concern: how to preserve, store, and make accessible the knowledge of human civilization. Our relationships to other fields increase because our concerns have become their concerns. The College of Engineering, for example, now finds information and library services important to their efforts in technology transfer and improving the productivity of small manufacturers. At the same time, the approaches of other fields provide new insights into problems in library and information science. Research in cognitive science, for example, has become an important tool for understanding the ways in which different groups use online public access catalogs.

And although the nature of libraries has changed, our professional base has not. Librarianship, wherever practiced, is a “calling” to service. Several years ago researchers asked our students, “Why did you choose this profession as a field of work?” One student answered:

Because providing information to people who want it is a good thing to do. Because libraries do not pollute, do not destroy, do not attempt to create wealth out of nothing. Because I am concerned that many people do not have access to information. Because I can justify libraries on moral and ethical grounds. And because I like to read and find things out.

As Jesse Shera also once noted, “plus ca change....”

APPENDICES

- I. Directors of the School, 1893-1992
- II. Faculty of the School, 1893-1992
- III. Library School, Science and Information Science Librarians
- IV. Degrees Granted, 1893-1992
- V. Degrees Awarded by Sex and Ethnicity, 1980-1991
- VI. Publications
 - A. Windsor Lectures
 - B. Contributions to Librarianship
 - C. Monograph Series
 - D. Allerton Park Institutes
 - E. Data Processing Clinics

APPENDIX I

DIRECTORS OF THE SCHOOL, 1893-1992

Katharine Lucinda Sharp, librarian and director, 1893-1907
Francis K. W. Drury, acting librarian and director, 1907-1909
Albert Wilson, director, 1907-1909; assistant director, 1909-1912
Phineas Lawrence Windsor, librarian and director, 1909-1940
Frances Simpson, assistant director, 1912-1931
Amelia Krieg, assistant director, 1931-1942
Carl M. White, library director and director of the School, 1940-1943
Errett Weir McDiarmid, assistant director, 1942-1943
Robert Bingham Downs, Library director and director of the School, 1943-1958; dean of library administration, 1958-1971
Lewis Stieg, assistant director, 1943-1947
Harold Lancour, assistant director, 1947-1961
Ernest James Reece, acting assistant director, 1952-1953
Herbert Goldhor, associate director, 1962-1971; director, 1971-1978
Roger G. Clark, acting director, 1978-1979
Charles H. Davis, dean, 1979-1985
Leigh S. Estabrook, dean, 1986-present

Titles differ because of the changes in the relationship of the School and the Library. The assistant and associate directors listed were, in fact, directors of the School during the years when the director or dean of the Library was also director of the School. This changed in 1971 when Dean of Library Administration Downs retired; Lucien White became university librarian and Herbert Goldhor became director of the School. The title changed to dean when Charles Davis was appointed.

APPENDIX II

FACULTY OF THE SCHOOL, 1893-1992

<i>NAME</i>	<i>LAST TITLE HELD</i>	<i>DATES TAUGHT</i>
Allen, Bryce	Assistant Professor	1989-present
Allen, Walter Coleman	Associate Professor	1967-present
Ambuhl, Frances Ida	Instructor	1928-30
Auld, Lawrence W. S.	Assistant Director & Assistant Professor	1978-89
Bishop, Ann	Lecturer	1992-present
Bone, Larry Earl	Assistant Professor	1966-70
Bonn, George S.	Professor	1971-76
Boyd, Anne Morris	Professor	1918-52
Brown, Robert E.	Associate Director & Assistant Professor	1969-76
Carroll, Dewey Eugene	Assistant Professor	1965-69
Cleavinger, John Simeon	Associate Professor	1919-23
Conant, Barbara	Instructor	1965-68
Corbett, Anne L.	Associate Professor	1962-63
Cordell, Howard William	Instructor	1962-63
Crawford, Carolyn	Visiting Lecturer	1968-69
Crowe, Linda S.	Instructor	1969-71
Crowley, Terence	Research Asst. Professor	1969-72
Curtis, Florence R.	Instructor	1908-20
Dalrymple, Prudence W.	Assistant Professor	1989-91
Davis, Charles H.	Dean & Professor	1980-present
De Bruler, Olive Cleo	Instructor	1958-61
Denio, Herbert Williams	Lecturer	1908-18
Divilbiss, James	Associate Professor	1971-87
Downs, Robert B.	Professor & Director	1943-71
Draper, Kathleen	Assistant Professor	1964-65
Drury, Francis K. W.	Lecturer	1906-21
Durand, Anna Perry	Instructor	1929-31
Eaton, Thelma	Professor	1949-64
Edmonds, M. Leslie	Assistant Professor	1984-90
Edwards, Grace O.	Instructor	1898-1901
Estabrook, Leigh S.	Dean & Professor	1986-present
Faibisoff, Sylvia	Assistant Professor	1975-76
Felsenthal, Emma	Lecturer	1913-21
Field, Oliver Thoburn	Assistant Professor	1965-69
Florrinell, Francis	Instructor	1931-33
Forrest, Elizabeth	Instructor	1907-08
Garrison, Guy	Research Professor	1962-68
Garver, Willa Kathryn	Lecturer	1921-47
Goldhor, Herbert	Professor & Director	1946-52, 1962-87

Goldstein, Harold	Professor	1954-67
Goodale, Grace	Instructor	1903-04
Gorman, Michael	Professor	1974-75; 1977-79
Goulding, Philip S.	Lecturer	1906-17
Gramsely, Margaret Amidon	Instructor	1923-24
Gridley, Clara Louise	Lecturer	1911-13
Hedstrand, Lillian Elvira	Reviser	1943-45
Heim, Kathleen McEntee	Assistant Professor	1978-83
Henderson, Kathryn Luther	Professor	1965-present
Hodnefield, Jacob	Lecturer	1910-14
Hostetter, Marie Miller	Associate Professor	1926-60
Hutchins, Margaret	Lecturer	1908-27
Jackson, Fanny R.	Instructor	1903-07
Jackson, William Vernon	Associate Professor	1958-62
James, Viola Louise	Instructor	1948-57
Jenkins, Frances Briggs	Professor	1951-71
Jones, Mary L.	Associate Professor	1897-98
Jutton, Emma Reed	Lecturer	1911-45
Kaiser, John Boynton	Lecturer	1911-14
Kinney, Mary R.	Instructor	1935-42
Krieg, Amelia	Assistant Professor & Assistant Director	1931-41
Kronus, Carol	Research Asst. Professor	1968-70
Krummel, Donald W.	Professor	1970-present
Ladley, Winifred Claire	Professor	1961-73
Lancaster, F. Wilfrid	Professor	1970-present
Lancaster, John Herrold	Assistant Professor	1943-45
Lancour, Harold	Professor & Assistant Director	1947-61
Linderman, Winifred B.	Visiting Lecturer	1968-71
Lohrer, Mary Alice	Professor	1941-74
Lyle, Guy R.	Instructor	1935-36
Mann, Margaret	Senior Instructor	1897-1902
McDiarmid, Errett Weir	Assistant Professor & Assistant Director	1937-43
Machula, Ruth Stroud	LRL Director & Instructor	1969-74
Miller, Jerome K.	Assistant Professor	1975-83
Mudge, Isadore G.	Assistant Professor	1900-03
Newby, Gregory	Lecturer	1991-present
Patton, Adah	Lecturer	1908-31
Phelps, Rose Bernice	Professor	1928-58
Price, Anna May	Assistant Professor	1905-12
Randall, Bertha T	Instructor	1903-04
Reece, Ernest James	Acting Assoc. Director	1912-17 & 1949-53
Richardson, Selma K.	Professor	1974-present

Rockwood, Ruth Humiston	Admin. Asst. & Instructor	1949-50
Royce, Bertha E.	Instructor	1906-08
Sankee, Ruth	Instructor & Uni High Libn.	1924-?
Schlipf, Frederick A.	Assistant Professor	1970-1974; 1974-present
Sharp, Katharine L.	Adjunct Asst Proffessor	1893-1907
Shaw, Debora	Director & Professor	1984-88
Shope, Grace	Assistant Professor	1966-68
Siegel, Martin A.	Instructor	1986-90
Simpson, Frances	Associate Professor	1926-28
Singleton, Mildred Ella	Associate Professor	1930-43
Smith, Linda C.	Associate Professor	1980-present
Spencer, Gwladys	Assistant Professor	1940-47
Stevens, Rolland	Professor	1963-80
Stieg, Lewis Francis	Professor & Assistant Director	1944-47
Stone, C. Walter	Professor	1949-60
Straight, Maude W.	Associate Professor	1898-1900
Strout, Donald Everett	Professor	1953-63
Sutton, J. Brett	Assistant Professor	1988-present
Sutton, Nancy Burham	Admin. Assistant & Instructor	1946-49
Thomassen, Cora Edna	Associate Professor	1961-83
Van Cleve, Jessie Gay	Lecturer	1924-28
Vought, Sabra W.	Instructor	1916-18
Walter, Frank Keller	Instructor	1921
Warnock, Mary Lucile	Lecturer	1920-22
Weech, Terry W.	Associate Professor	1972-73 & 1980-present
Wert, Lucille M.	Associate Professor	1969-77
White, Carl Milton	Director of Library	1940-43
Wilkins, Leah-Ruth	Instructor	1973-74
Williams, Martha E.	Professor	1972-present
Wilson, Albert S.	Assistant Director & Professor	1907-12
Wilson, Martha	Special Lecturer	1921-24
Windsor, Phineas Lawrence	Director of Library & School	1909-40
Wiles, Jo Ann Tuckwood	Assistant Professor	1950-66

APPENDIX III**LIBRARY AND INFORMATION SCIENCE LIBRARIANS**

Frances E. Hammitt, 1941-43

Elma Anderson, 1943-44

Donna D. Finger, 1944-54

Billie Hurst, 1954

Jo Ann Wiles Tuckwood, 1954-64

Ruth Spence, 1964-66

Evelyn Johnson, 1966-67

Donald Lanier, 1967-69

Kathleen Draper, 1969-75

Mary Pillepich, 1975-80

Patricia F. Stenstrom, 1981-present

Note: Titles varied as the School's name changed.

APPENDIX IV

DEGREES GRANTED, 1893-1992

YEAR	A.M./M.A.	B.S.	M.S.	C.A.S.	PH.D.	TOTAL
1893	---	---	---	---	---	---
1894	---	---	---	---	---	---
1895	---	---	---	---	---	---
1896	---	---	---	---	---	---
1897	---	---	---	---	---	---
1898	---	1	---	---	---	1
1899	---	5	---	---	---	5
1900	---	22	---	---	---	22
1901	---	15	---	---	---	15
1902	---	15	---	---	---	15
1903	---	35	---	---	---	35
1904	---	30	---	---	---	30
1905	---	20	---	---	---	20
1906	---	11	---	---	---	11
1907	---	16	---	---	---	16
1908	---	10	---	---	---	10
1909	---	15	---	---	---	15
1910	---	9	---	---	---	9
1911	---	12	---	---	---	12
1912	---	10	---	---	---	10
1913	---	8	---	---	---	8
1914	---	5	---	---	---	5
1915	---	14	---	---	---	14
1916	---	11	---	---	---	11
1917	---	10	---	---	---	10
1918	---	12	---	---	---	12
1919	---	7	---	---	---	7
1920	---	12	---	---	---	12
1921	---	6	---	---	---	6
1922	---	9	---	---	---	9
1923	---	5	---	---	---	5
1924	---	9	---	---	---	9
1925	---	9	---	---	---	9
1926	---	11	---	---	---	11
1927	5	46	---	---	---	51
1928	7	69	---	---	---	76
1929	10	104	---	---	---	114
1930	11	140	---	---	---	151
1931	8	127	---	---	---	135
1932	17	104	---	---	---	121
1933	7	72	---	---	---	79
1934	2	49	---	---	---	51

1935	14	57	—	—	—	71
1936	12	79	—	—	—	91
1937	16	96	—	—	—	112
1938	15	96	—	—	—	111
1939	23	117	—	—	—	140
1940	17	129	—	—	—	146
1941	17	109	—	—	—	126
1942	14	106	—	—	—	120
1943	6	65	8	—	—	79
1944	3	43	6	—	—	52
1945	1	34	12	—	—	47
1946	—	71	13	—	—	84
1947	1	61	22	—	—	84
1948	1	52	15	—	—	68
1949	—	9	43	—	—	52
1950	—	22	65	—	1	88
1951	—	7	93	—	—	100
1952	—	17	96	—	—	113
1953	—	1	59	—	1	61
1954	—	—	62	—	1	63
1955	—	—	59	—	2	61
1956	—	—	57	—	2	59
1957	—	—	66	—	4	70
1958	—	—	67	—	2	69
1959	—	—	75	—	—	75
1960	—	—	65	—	7	72
1961	—	—	74	—	4	78
1962	—	—	75	—	—	75
1963	—	—	84	1	2	87
1964	—	—	89	—	5	94
1965	—	—	109	—	1	110
1966	—	—	102	4	6	112
1967	—	—	127	5	4	136
1968	—	—	121	4	1	126
1969	—	—	98	15	6	119
1970	—	—	99	5	8	112
1971	—	—	129	12	5	146
1972	—	—	190	6	6	202
1973	—	—	175	5	3	183
1974	—	—	129	6	1	136
1975	—	—	160	3	1	164
1976	—	—	172	4	6	182
1977	—	—	137	5	1	143
1978	—	—	135	5	2	142
1979	—	—	114	2	3	119
1980	—	—	77	6	3	86
1981	—	—	83	5	5	93

1982	---	---	65	3	2	70
1983	---	---	63	2	3	68
1984	---	---	102	5	9	116
1985	---	---	84	2	3	89
1986	---	---	84	3	2	89
1987	---	---	108	---	7	115
1988	---	---	101	4	4	109
1989	---	---	98	4	6	108
1990	---	---	92	4	1	97
1991	---	---	103	5	3	111
TOTAL	207	2236	4262	128	133	6963

APPENDIX V

DEGREES AWARDED BY SEX AND ETHNICITY, 1980-1991*

<i>Academic Year</i>	<i>Pb.D.</i>		<i>C.A.S.</i>		<i>Masters</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
<i>1980-81</i>						
AP	--	--	--	--	--	1
Black	--	1	--	--	--	1
Hispanic	1	--	--	--	--	1
White	9	8	1	8	24	82
TOTAL	10	9	1	8	24	85
<i>1981-82</i>						
AI	--	--	--	--	1	--
AP	--	--	--	--	2	2
Black	--	1	--	--	--	2
Hispanic	1	--	--	--	--	1
White	9	12	1	4	19	78
TOTAL	10	13	1	4	22	83
<i>1982-83</i>						
AP	--	--	1	--	1	3
Black	--	1	--	1	--	1
Hispanic	1	--	--	--	--	1
White	6	10	2	5	19	68
TOTAL	7	11	3	6	20	73
<i>1983-84</i>						
AI	--	1	--	--	--	--
AP	--	--	--	--	--	2
Black	--	1	--	--	1	3
Hispanic	1	--	--	--	1	--
White	7	13	3	5	26	89
TOTAL	8	15	3	5	28	94
<i>1984-85</i>						
AI	--	1	--	--	--	--
AP	--	--	--	1	--	2
Black	--	1	--	2	1	1
Hispanic	--	--	--	--	2	--
White	10	12	1	3	26	89
TOTAL	10	14	1	6	29	92
<i>1985-86</i>						
AI	--	1	--	--	--	2
Black	--	2	--	--	--	--
Hispanic	--	--	--	--	1	--
White	6	10	2	5	30	87
TOTAL	6	13	2	5	31	89

1986-87

AP	--	2	--	1	--	2
Black	--	1	--	1	--	3
Hispanic	--	--	--	--	1	1
White	3	14	1	3	33	115
TOTAL	3	17	1	4	35	121

1987-88

AP	--	--	--	--	2	2
Black	--	1	--	--	1	1
Hispanic	--	--	--	--	--	1
White	6	8	--	3	23	110
TOTAL	6	9	--	3	26	114

1988-89

AP	--	--	--	2	--	2
Black	--	1	--	--	1	2
Foreign	3	4	--	5	1	18
Hispanic	--	--	--	--	1	1
White	3	7	1	6	39	78
TOTAL	6	12	1	13	42	101

1989-90

AP	--	--	--	--	--	1
Black	--	1	--	--	--	--
Foreign	4	4	1	5	3	11
Hispanic	--	--	--	--	1	--
White	5	3	1	8	42	92
TOTAL	9	8	2	13	46	104

1990-91

AP	--	--	--	--	--	1
Black	--	1	--	--	--	2
Hispanic	--	--	--	--	1	--
International	2	6	2	3	8	12
White	3	3	--	3	50	109
TOTAL	5	10	2	6	59	124

*As reported in the Association for Library and Information Science Education *Library and Information Science Education Statistical Reports*.

The categories used for defining ethnicity in the ALISE reports are the same ones used by the U.S. Department of Labor:

AI—American Indian or Alaskan Native

AP—Asian or Pacific Islander

Black—Black or African-American, not Hispanic origin

Foreign and International—Students who are not citizens, permanent residents, or landed immigrants of the United States)

Hispanic

White

APPENDIX VI**PUBLICATIONS****A. Windsor Lectures**

(Published by the University of Illinois Press unless otherwise noted)

- 1949: John T. Winterich. *Three Lantern Slides: Books, The Book Trade, and Some Related Phenomena in America, 1876, 1901, and 1926.*
- 1950: Louis N. Ridenour, Ralph R. Shaw, and Albert G. Hill. *Bibliography in the Age of Science.*
- 1951: Gordon N. Ray, Carl J. Weber, and John Carter. *Nineteenth Century English Books.*
- 1952: Harold K. Guinzberg, Robert W. Frase, and Theodore Waller. *Books and the Mass Market.*
- 1953: Arthur E. Bestor, David C. Mearns, and Jonathan Daniels. *Three Presidents and Their Books.*
- 1958: Mody C. Boatright, Robert B. Downs, and John T. Flanagan. *The Family Saga and Other Phases of American Folklore.*
- 1959: Dan Lacy. *Freedom and Communication.*
- 1963: Verner W. Clapp. *The Future of the Research Library.*
- 1964: Sir Frank Francis, on the British Museum. (Not published)
- 1965: Sol M. Malkin, on the antiquarian book world. (Not published)
- 1966: Lester Asheim. *Librarianship in the Developing Countries.*
- 1967: Erik Dal. *Scandinavian Bookmaking in the Twentieth Century.*
- 1970: Robert M. Hayes. Three lectures on "Some Implications of Information Science for Large Research Libraries." (Not published)
- 1972: Scott Adams. *Information for Science and Technology.*
- 1973: Robert B. Downs. *Books and History.* (Published as Monograph no. 13 by the School)
- 1974: Harold Lancour and Peggy Sullivan, on "The Role of Americans in Education Abroad" and "Trends in Librarianship in Developing Countries." (Not published)
- 1975: Heinz von Foerster, "Dialogue in a New Key." (Not published)
- 1976: Eli M. Obolet. "Parameters of Intellectual Freedom." (Not published)
- 1990: William V. Jackson and Herbert White. "Resources, Services, and Technology in Mega-Libraries: A Scholar's View" and "Technology—A Means to an End Only if You Can Agree on the End." (Not published)

B. Contributions to Librarianship

(Published by the University of Illinois Press unless otherwise noted)

- 1943: *Fifty Years of Education for Librarianship.*
Keyes D. Metcalf, et al. *The Program of Instruction in Library Schools.*
E. W. McDiarmid. *The Administration of the American Public Library.*
- 1949: C. U. Faye. *Fifteenth-Century Books at the University of Illinois.*
- 1953: Kenneth J. Brough. *Scholar's Workshop: Evolving Conceptions of Library Science.*

- 1962: Frank L. Schick. *The Future of Library Service: Demographic Aspects and Implications*. 1962 (*Library Trends*, vol. 10, nos. 1-2)
1963: Edward G. Holley. *Charles Evans, American Bibliographer*.

C. Monograph Series

(Published by the School)

- 1963: Harold Goldstein. *Implications of the New Media for the Teaching of Library Science*.
1966: *1962 Statistics of Public Libraries Serving Populations of Less than 35,000*.
Public Libraries in the United States of America, Part 1. (Reprint of 1876 U.S. Bureau of Education Report)
Rules for Descriptive Cataloging in the Library of Congress. (Reprint of the 1949 book)
1967: Elizabeth Stone. *Training for the Improvement of Library Administration*.
William J. Rhee. *Manual of Public Libraries, Institutions, and Societies in the United States and British Provinces of North America*. (Reprint of the 1857 book)
1968: Leonard Grundt. *Efficient Patterns for Adequate Public Library Service in a Large City*.
Herbert Goldhor. *Research Methods in Librarianship: Measurement and Evaluation*.
Guy Garrison. *The Changing Role of State Library Consultants*.
1971: Rolland E. Stevens. *Research Methods in Librarianship: Historical and Bibliographical Methods*.
Herbert Goldhor. *Education for Librarianship: The Design of the Curriculum of Library Schools*.
1972: Herbert Goldhor. *An Introduction to Scientific Research in Librarianship*.
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4. 1957: *The Library as a Community Information Center* (Phelps, Phillips)
5. 1958: *Library Service to Young Adults* (not published)
6. 1959: *The Role of Classification in the Modern American Library* (Eaton, Stout)
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9. 1962: *Selection and Acquisition Procedures in Medium Sized and Large Libraries* (Goldhor)
10. 1963: *The School Library Materials Center: Its Resources and Their Utilization* (Lohrer)
11. 1964: *University Archives* (Stevens)
12. 1965: *The Changing Environment for Library Services in Metropolitan Areas* (Goldstein)
13. 1966: *Federal Legislation for Libraries* (Ladley)
14. 1967: *Trends in American Publishing* (Henderson)
15. 1968: *Cooperation Between Types of Libraries: The Beginnings of a State Plan for Libraries* (Thomassen)
16. 1969: *Serial Publications in Large Libraries* (W. Allen)
17. 1971: *Libraries and Neighborhood Information Centers* (Kronus, Crowe)
18. 1972: *Informational Resources in Environmental Sciences* (Bonn)
19. 1973: *CATV and Its Implications for Libraries* (Thomassen)
20. 1974: *Collective Bargaining in Libraries* (Schlipf)
21. 1975: *Major Classification Systems: The Dewey Centennial* (Henderson)
22. 1976: *Changing Times: Changing Libraries* (Bonn, Faibisoff)
23. 1977: *Children's Services of Public Libraries* (Richardson)
24. 1978: *Supervision of Employees in Libraries* (Stevens)
25. 1979: *Organizing the Library's Support: Donors, Volunteers, Friends* (Krummel)
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30. 1987: *Critical Issues in Library Personnel Management* (Rubin)
31. 1988: *Conserving and Preserving Library Materials in Nonbook Formats* (Kathryn Luther Henderson and William T Henderson)
32. 1989: *Ethics and the Librarian* (Lancaster)
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2. 1972: *Application of On-Line Computers to Library Problems* (Lancaster)
3. 1973: *Networking and Other Forms of Cooperation* (Lancaster)
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5. 1975: *The Use of Computers in Literature Searching and Related Reference Activities in Libraries* (Lancaster)
6. 1976: *The Economics of Library Automation* (Divilbiss)
7. 1977: *Negotiating for Computer Services* (Divilbiss)
8. 1978: *Problems and Failures in Library Automation* (Lancaster)
9. 1979: *The Role of the Library in an Electronic Society* (Lancaster)
10. 1980: *Public Access to Library Automation* (Divilbiss)
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12. 1982: *Library Automation as a Source of Management Information* (Lancaster)
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18. 1988: *Design and Evaluation of Computer/Human Interfaces: Issues for Librarians and Information Scientists* (Siegel)
19. 1989: *Database Management: How Much Power Is Enough? Issues for Librarians and Information Scientists* (Davis)
20. 1990: *Artificial Intelligence and Expert Systems: Will They Change the Library?* (Lancaster/Smith)
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22. 1992: *Designing Information: New Roles for Librarians* (Smith, Dalrymple)

Note: 1963-1969 were published, but none had a unifying theme. The dates and editors can be found in the Smith article.

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INDEX

BY JOAN GRIFFITS

- Acacia Fraternity House, 66
Acquisitions courses, 90-93
Administration courses, 89, 92
Admission requirements: 1930s, 19;
 1973, 46-47; 1980s, 39, 41-42
Adult public service courses, 124-25
Advanced reference courses, 121-23
"Advanced Studies in Librarianship"
 course series, 127
"Advanced Topics in Librarianship"
 course series, 142, 144
All-School picnics, 52
Allen, Bryce, 145, 218
Allen, Melody, 168
Allen, Walter C., 47, 89, 122, 123
Allerton Park Institutes, 28, 37, 162,
 164, 165, 167, 189, 192
Altgeld Hall, 10, 57-60, 63
Alumni association, 231-37
Alumni: in Africa, 206-07; in Central
 and South America, 211; in
 Europe, 206; in Far East and
 Australia, 209-11; in Near East,
 207-08; in Southeast Asia, 208-09
Amer, Rosalie (Cuneo), 207
American Association of School
 Librarians, 163
American Catalog, 70
The American Documentation
 Institute, 139
American Library Association
 (ALA), 33, 85, 110, 163, 165, 182,
 231; Section for Children's
 Librarians, 158
"American Library History, 1876-
 1976" (Winger), 190
American Library Resources
 (Downs), 31
American Society of Information
 Science, 45, 139, 150-52
Award of Merit, 151; Student
 Chapter-of-the-Year Award, 151
*An Analysis of Voter Reaction to a
 Proposal to Form a Library
 District in LaSalle and Bureau
 Counties, Illinois, 1959* (Bundy),
 192
*Analytical Survey of Illinois Public
 Library Services to Children*
 (Richardson), 167
Anderson, Elma, 73
Anglo-American Cataloging Rules,
 1st ed. (AACR1), 90
Annual Register 1900-1901, 126
Annual Report, 1906, 158
Annual Report, 1949-50, 110
Annual Report, 1960, 164
*Annual Review of Information
 Science and Technology*, 146
Armour Institute, 3, 69, 116; course
 of study, 5-6; facilities, 7
Armstrong, Jewell, 228
"As We May Think" (Bush), 134
Asheim, Lester, 25, 166, 217
Association of College and Research
 Libraries (ACRL), 33
Association of Collegiate Alumnae,

- Atkinson, Hugh C., 62, 63
 AT&T, 51, 148
 Audiovisual courses, 54
 Automation: courses, 137-38, 142; in curriculum, 140; in University Library, 78
 Award for Distinguished Contribution to Education for Librarianship, 240
-
- Bachelor of Library Science degree, 10, 12, 17
 Bachelor's degree requirement for library degree, 12
 Banks, Paul, 95
 Barry, Rhoda, 207
 Beck, Paul, 102
 Bennett, May, 6
 Berner, William S., 235
 Berner-Nash Award, 235-36
 Beta Phi Mu, 238-40; Alpha Chapter, 28; Award for Excellence in Professional Writing, 240; Good Teaching Award, 240
 "Bibliography: Current State and Future Trends" (Downs), 190
 Bibliography course, 124
 "Bibliography in an Age of Science" (Ridenour), 135
 Bibliometrics course, 144
 Binding courses, 93-95
 Bishop, David, 149
 Black Students Association, 226
 Blue, Richard, 181
 Blum, Eleanor, 74
 Board of Education for Librarianship, 19
 Bond, Ethel, 16, 20, 26, 88, 101, 109, 110
 Bonn, George S., 123, 213, 217
 Bonner, Betty, 226
 Bonzi, Susan, 151
Booklist, 160
Bookstacker's Hue and Cry, 228
 Booth, E. Eleanor, 210
 Borko, H., 145
 Boyd, Anne Morris, 16, 20, 26, 73, 197
 Bradley, Jana, 218
 Brichford, Maynard, 192
 Brown, Dee, 239
 Buckland, M.K., 152
 Buddy, Juanita, 228
The Bulletin of the Center for Children's Books, 163, 168
 Bundy, Mary Lee, 180, 186, 192
 Bureau of Education for Librarianship, 163
 Bureau of Labor Statistics on library employment, 38
 Burger, Robert, 221
 Bush, Margaret, 168
 Bush, Vannevar, 134
-
- Cable television for libraries, 37
 Caldecott Medal, 1938, 160
 Carnegie Corporation, 20, 87-88, 91-92, 94, 188; scholarship program, disadvantaged students, 223-30
 Carnegie scholars, 225
 Carr, Mary Jane, 50
 Carroll, Dewey E., 122, 138, 150
 Carter, John, 25
 Carter, Marion, 228
 C.A.S. (Certificate of Advanced Study) program, 48-49, 178-79; in Iran, 43
 Cash, Pamm, 226
 Cataloging and classification courses, 83-90, 111
Catalogue of the Library of the Boston Athenaeum, 70
Catalogue of the University of Illinois, 1897-1898, 97
 CD-ROM databases, 54, 149
 Center for Children's Books, 168
 Certificate of Advanced Study (C.A.S.) program, 48-49, 178-79; in Iran, 43
 Champaign Public Library, 158

- Champaign-Urbana Social Responsibilities Round Table (SRRT), 226-27
- Chapbook series, 239-40
- Chas, Lincoln Hsieh, 209
- Chautauqua Conference, 157
- Cheap Book Production in the United States* (Shove), 188
- A Checklist of the Proust Holdings at the University of Illinois Library at Urbana-Champaign* (Price), 236
- Chen, Paul, 209
- Chiang, Dudee, 151
- Chicago library school program, 1981, 46
- Children and youth services, 157-68
- Children's Book Week, 158
- Children's literature courses, 160-61
- Children's services courses, 164, 165
- Choldin, Marianna Tax, 221
- Clapp, Verner, 25, 189
- Clark, Roger, 42, 43-44
- Clinic on Library Applications of Data Processing, 54, 136, 150, 190, 192
- Cloonan, Michele Valerie, 95
- Coalition for Public Library Research, 183
- Cole, Dorothy, 75
- Collections Acquired by the University of Illinois Library at Urbana-Champaign, 1897-1974* (Major), 236
- College of Law, 62
- Columbia College library school, 3
- Columbian Exposition display, 4
- Commencement, 52
- Computer-assisted instruction (CAI), 142
- Computer network in library school, 51, 148-49
- Computer-readable Databases: A Directory and Data Sourcebook*, 146
- Computers in technical services, 108
- Contemporary Authors*, 143
- Contributions to Librarianship*, 192
- Copyright Act of 1976, 78
- Corbitt, Anne L., 77
- Core courses, 46-47, 89, 93, 105, 119
- Council of Administration, 12-13
- Crane, Betty Ruth, 74
- Crowley, Terence, 181
- Curry, Arthur R., 234
- Curriculum: information science, 137-46; library automation, 140; revision, 1940s, 24-25; under Katherine Sharp, 10-11, 13; under Phineas Windsor, 16-17
- Curtis, Florence R., 70-71, 93, 108, 109, 211
- Cutter, Charles A., 85
-
- Dal, Erik, 217
- Dallera, Mary E., 211
- Dalrymple, Prudence, 144-45
- Daniels, Johnathan, 25
- David Kinley Hall, 44, 64
- Davidson, Lois M, 211
- Davis, Charles H., 44, 47, 51, 143, 144, 151, 190, 214
- de las Casas, Isaura E. (Salazar), 211
- Deale, H. Vail, 207, 216
- Degrees: Bachelor of Library Science, 10, 12, 17; C.A.S. program, 43, 48-49, 178-79; Doctor of Library Science (D.L.S.), 24, 49, 174, 178; Master of Science in Library Science, 17, 25, 47-48; Ph.D., 49-50, 173-77; sixth-year, 178-79; undergraduate minor, 48, 119
- Delzell, Robert F., 31

- Demonstration Laboratory, 74
 Demonstration libraries, 77
 Derby, Grace, 233, 234
 Dewey, Melvil, 3, 4-5, 7, 8-9, 12, 14,
 63, 84, 233
 Dewey Decimal Classification
 (Dewey), 84
 Dickman, Kern W., 138
 Diluvio, Catalina Y., 210
 "Directed Independent Study
 Approach to a Foundation's
 Course" (Allen), 47
 Disadvantaged students, Carnegie
 scholarship program, 223-30
 Distinguished Speakers Program,
 236
 Divibiss, J. L., 140, 142, 144
 Doctor of Library Science (D.L.S.),
 24, 49, 174, 178
 Downs, Robert B., 18, 20, 23, 27,
 29-30, 40, 73, 162, 180, 186, 188,
 190, 211-12, 216, 219, 236; as
 administrator, 33-34; graduate
 assistant program, 32; mentor,
 31; relations with administration
 and faculty, 32-33; teaching, 30-
 31
 Draper, Andrew Sloan, 8, 9
 Draper, Kathleen, 77
 Drury, F. K. W., 10, 59, 109
 Dzlatzko, Karl, 69
-
- Eaton, Thelma, 27, 111, 163, 164
 Edmonds, Leslie, 123, 167, 200
*Education for Librarianship: The
 Design of the Curriculum of
 Library Schools* (Goldhor), 165
 El-Hadi, Mohammed M., 207
 Elementary reference courses, 116-
 21, 125
 Ellinghausen, Donald, 80
 Employment statistics, 38
End Papers, 122
 Enrollment: 1943, 23-24; 1940-71,
 34-35; 1973, 38; 1976, 38; 1980,
 39
- Erlandson, Ruth, 209
 Ersted, Ruth, 164
 Estabrook, Leigh S., 51, 148, 181,
 190, 199, 214
Ex Libris F. S. Ferguson (Harner),
 236
 Extended master's program, 47
 Extension program, 28, 45
 Extra-curricular affairs, 51-52
-
- Facilities for library school, 57-67
 Faculty: abroad, 27, 211-15; of library
 school changes, 53-54; turnover
 since 1941, 26-27
 Female enrollment, 34-35
 Fenwick, Sara, 164
 Ferguson, Kate D., 204, 215
 Field, Oliver T., 111
 Field work, 103-04. *See also Practice
 work*
*Fifty Years of Education for
 Librarianship* (Mann), 57, 188
 Financial aid for students, 41
 Finger, Donna D., 73-75
The First Freedom (Downs), 31
 Fisher, Edith M., 228, 229
 Flanagan, John, 25
 Fletcher, William, 157
 Floren, Maria, 219
 Foote, Lucy Brown, 233
 Foundation courses, 46-47, 89, 93,
 105, 119
 Francis, Frank, 25
The Friday Club, 52
The Future of the Research Library
 (Clapp), 189
-
- Garrison, Guy, 28, 181
 Garver, Willa, 72
 General reference courses, 125
 Gjelsness, Rudolph H., 211, 216
 Goldhor, Herbert, 27, 33-34, 40-41,
 43, 47, 50, 63-64, 92, 103, 128,
 136, 150, 165, 181, 188, 190, 212
 Goldstein, Harold, 27, 188, 192

- Goshkin, Ida, 125
Government publications courses, 126-27
Graduate School of Library and Information Science (GSLIS), 44, 144
Graduate School of Library Science, 1959, 20, 28
Green, Elizabeth G., 204
Green, Samuel Swett, 82
Grieder, Hilda, 163
Griffin, Hillis L., 138
Gropp, Arthur, 215
Grove, Pearce, 43
Guide to Information Science (Davis), 143
Guide to Reference Books, 118
Gunsaulus, Frank W., 3, 4-5, 107
-
- Hagger, Jean, 210
Hague, Edith Elizabeth, 236
Hake, Harold, 62
Hammitt, Frances, 72-73
Hampton Institute Library School, 70
Harner, James L., 236
Harricombe, Lorraine, 219, 221
Hayes, R. M., 138, 144
Hearne, Betsy, 168
Heim, Kathleen, 47, 125
Henderson, Kathryn Luther, 54, 111, 142
Henderson, William T., 95
Henne, Frances, 163
Henry, Edward A., 100
Herdman, Margaret, 206
Hertzberg, Edward, 101
Hertzberg Bindery, 101
Hewitt, Joe A., 143
High school librarians' courses, 17, 159
Hirshberg, Herbert S., 98
"Historical Approach to American Library Development" (Stone), 191
Holley, Edward G., 31, 33, 76
- Holloway, Johnna, 80
Hopkins, R. Anderson H., 232
Horn Book Magazine, 158
Hostetter, Marie M., 26, 73, 160
Houchens, Josie B., 26, 94, 125, 232
Humanities reference courses, 123-24
Hurst, Billie, 75
-
- The Identification and Role of School Libraries that Function as Instructional Materials Centers, and Implications for Library Education in the United States* (Lohrer), 165
Illinois Association of School Librarians Award, 165
Illinois Contributions to Librarianship, 24, 28
Illinois Library Association, 33
Illinois Library Extension Commission, 16
Illinois Library Statistical Report, 183
Illinois State Library, 164; *Research Series*, 183
Illinois State Library School, 7; curriculum, 11, 13; early brochure, 9; faculty, 13; physical facility, 12; students, 13-14
Information Retrieval and Management Service (IRMS), 181
Information retrieval: courses, 136, 137, 142, 144; curriculum, 140
Information science: courses, 134-35, 138, 144, 145; curriculum review, 145-46; curriculum, 1960s, 137-39; curriculum, 1970s, 139-44; curriculum, 1980s, 144-45; facilities and equipment, 147-50; 1990s, 146-47; workshop, 138
Information services course, 121, 142
Inspection trips to libraries, 98-103

- Institute on New Library Trends,
1952 conference, 165
- Institute on Supervision of School
Libraries, 1954 conference, 165
- Interactive systems design course,
145
- International Conference on Educa-
tion for Librarianship, 217
- International conferences, 217-18
- International lectures, 217-18
- International librarianship course,
213, 217-18
- International students, 27-28, 204-
05
- Introduction to Cataloging and
Classification of Books* (Mann),
109
- Iranian C.A.S. program, 43
-
- Jackson, William Vernon, 27, 31, 211,
216, 218
- Jahr, Thorstein, 204
- James, Edmund J., 14-15
- James, Viola, 27, 198
- Jenkins, Frances B., 27, 105, 123,
136, 150, 190
- Jensen, Ingrid, 206
- Jocius, Chris, 181
- Johnson, Evelyn, 77
- Johnson, Rudolph, 206
- Johnston, Charles Hughes, 161
- Jones, Mary Letitia, 10
- Journal routing, 75
- Juvenile collection of Library School
Library, 74
-
- Katherine L. Sharp Fellowship, 234
- Katherine L. Sharp Scholarship, 233
- Kilton, Tom D., 221
- Kipp, Lawrence J., 208
- Kon, Madoko, 210
- Kosa, Geza A., 210
- Krieg, Amelia, 19-20, 98, 100, 102
- Kroeger, Alice Bertha, 14
- Krummel, Donald W., 89, 123, 214
- Kruze, Paul, 208
-
- Lacy, Dan, 25
- Ladley, Winifred C., 27, 164
- Lancaster, F. Wilfrid, 47, 140, 141,
143-44, 145, 151, 152, 190, 213-
14, 218
- Lancour, Harold, 26, 27, 110, 188,
190, 192, 212, 238, 239
- Lanier, Donald, 77
- Lantern slide collection, 70, 73
- Leadership Training Institute, 229
- Learning Resources Laboratory
(LRL), 64, 74, 147
- Leigh, Robert D., 163, 166
- Librarian in Residence program, 50
- "Librarianship in the Developing
Countries" lecture, 217
- Library economy courses, 69, 84, 91,
196
- Library handwriting, 107
- Library Information Service (LIS),
181
- Library Journal*, 69, 117, 126, 229
- Library Literature*, 75
- Library Notes*, 69
- Library of Congress classification
scheme, 87
- Library personnel shortages, 1943,
24
- Library Research Center (LRC), 28,
43, 61, 65, 180-86; funding
sources, 182; mission, 184
- Library School Alumni Association,
26, 231-37
- Library School Association News-
letter, 236, 237
- Library School colloquium, 28
- Library School Hymn, 234
- Library School Library, 65; 1943
relocation and strengthening, 24;
collection, 68, 72; librarians, 70-
78; Library Science Library, 76;
professional assistants, 74; S-
collection, 76; study room, 69-
70; technology, 79-80

- Library School Placement Office, 61
Library School Rules (Dewey), 84, 85
Library School Teaching Methods (Goldstein), 192
Library schools abroad, 215-17
Library Science librarians, 70-78
Library Services Act (LSA), 180
Library Services to Children and Young Adults in the Information Age, Allerton Institute, 167
Library Trends, 28, 136, 152, 162, 164-65, 168, 190, 192, 193
Library use instruction courses, 124-26
Linderman, Winifred, 123, 163
List of Library Reports and Bulletins, 1912 (University of Illinois Bulletin), 187
List of Subject Headings (ALA), 85
Liu, Yaping, 219
Lohrer, Alice, 27, 161, 162, 165, 195, 197-98, 212, 216
"Looking Backward" (Houchens), 232
Loyola University, 200
LSCA funds, 182
Lubetzky, Seymour, 90
-
- MacMillan, 158
Major, Jean, 236
Major Problems in the Education of Librarianship (Leigh), 163
Male enrollment, 34-35
Malkin, Sol, 25
Managerial decision-making course, 142
Mann, Margaret, 6, 10, 57, 97, 109, 116, 126, 128, 206
Manzer, Bruce, 217
Martinez, Grace, 228
Master of Science in Library Science, 17, 25, 47-48
McAnally, Arthur, 75
McCoy, Ralph, 31
McDiarmid, E. W., 20, 23
- McGrail, Edward, 98
Mearns, David, 25
Melin, Anita Emma (Liden), 206
Metcalf, Keyes D., 88, 188
Micko, David, 147
Miller, Jerome K., 47, 48-49, 64
Minority students, 222-30
Mitchell, Maud, 100
Moid, Abdul, 208
Monograph Series, 28, 192
Monroe, Margaret E., 166
Moore, Anne Carroll, 157, 158
Morrison, Sam, 228, 229
Morrow, Carolyn Clark, 95
Mortensen, C. Walter, 220
Mortensen, Gerda B., 220
Moses, Sybil E., 206, 229
Mudge, Isadore, 10, 117, 122
Mumford, L. Quincy, 137
- ◆◆◆
- Nash, William V., 235
National Education Association, 161
National Endowment for the Humanities, 182
National Online Meeting Proceedings, 146
National Science Foundation, 182
New York State Library School, 3, 12, 231
The New York Times, 158
Newberry Medal Award, 158
Newby, Gregory, 146, 147
Nickoley, Emma (Rhoads), 207
1963 Conference on Libraries and Automation, 137
1958 International Conference on Scientific Information, 136
North Central Association, 161
Northern Illinois University, 195
-
- Oak Park Public Library, 158
Occasional Papers, 28, 190-91, 192, 212
OCLC, 54, 108, 147
Olden, Tony, 206, 217

- Olsen, Furuzan, 207
 Olsgaard, John, 152
Online Review, 146
 Online searching and systems courses, 142, 147
 Oram, Robert, 62
 Osborn, Andrew D., 88
 Osso, Nicholas, 166
 Outstanding Graduate Teaching Award, 54
-
- Paris Library School, 206
 Parker, Franklin, 206
 Parrish, Dorothy, 72
Perspectives on the Past (Downs), 212
 Ph.D. program: 49-50; 1948-1981, 173-79; present, 176-77; students, 177-78
 Phelps, Rose B., 26, 118, 122, 199
 Phillips, Grace (Darling), 210
 Phillips, Marion, 101
 Phineas L. Windsor Lectures in Librarianship. *See* Windsor lectures
 Pichache, Ursula de Guzman, 210
 Pierce, Cornelia Marvin, 6
 Piggott, Mary, 90
 Pillepich, Mary, 77-78
 Blair, Norman, 226
 PLATO, 108, 142, 147
 Player, Bobby, 229
 Player, Jewell, 229
 Plummer, Mary Wright, 14
 Plymouth Congregational Church of Chicago, 3-4
 Post-doctorate program, 50
 Powell, Michael, 226
 Practice work, 96-106; in Armour Library, 97
 Pratt Institute Library School, 157-58
 Preservation courses, 93-95, 102
 Price, Larkin B., 236
Proceedings of the Clinic on Library Applications of Data Processing, 28, 190
The Program of Instruction in Library Schools (Metcalf), 188
 Progress Report for the Rural Library Study, 192
 "Proposal to Prepare Disadvantaged Students for a Career in Librarianship," 223
 Psychology for librarians course, 115
 Public documents courses, 126-27
 Public libraries: development, 11; training programs, 8
Public Libraries in the United States of America (Fletcher), 157
Public Library Holdings of Biased Books About Russia (Winger), 190-91
Public Library Watch, 183
 Public services courses, 115, 124-25
 Publications Office, 65
 Publications program, 24, 28, 187-94
-
- Qiu, Jing, 221
-
- Radio series, 1943, 24
 Raney, M. L., 101
 Rapid Selector, 135
 Rapp, Barbara A., 151
 Ray, Gordon, 25
 Rayward, W. Boyd, 191, 210-11
 Reece, Ernest J., 16, 19, 71, 188, 190
 Reed, Sarah R., 165
 Reference courses, 116-24, 147; advanced, 1991, 127-28
 Register, Judy Dickens, 229
 Reid, deLafayette, 186
Reminiscences: Seventy-Five Years of a Library School (Slanker), 29, 192
Report and Student Record, 1893-1903, 84, 98
 Research methods course, 176

- Revisers, 72, 110
Reynolds, Margaret, 100
Richardson, Selma K., 167, 214-15,
 218
Ricker, Ann, 221
Ricker, N. C., 10
Ridenour, L. N., 25, 135
Ritter, Melissa, 80
Robinson, Sarita, 211
Rockwood, Ruth, 208-09
"The Role of Americans in Library
 Education Abroad" lecture, 217
Roper, Eleanor, 6
Rules for a Dictionary Catalog
 (Cutter), 85
Russell, John Dale, 88
-
- Sadigh-Behzadi, Mandana, 208
Sager, Don, 46
Sankee, Ruth, 159
Schiller, Anita, 181
Schlipf, Frederick, 123, 125
School libraries courses, 115-16,
 161-62
School media certification, 48
"School's Third-Quarter Century"
 (Downs), 29
Science reference courses, 123-24
Scientific and Technical Documen-
 tation (Brichford), 192
"Scientific Management in Li-
 braries" (Shaw), 136
Scott, Edna Lyman, 158, 159
Scoville Institute, 3
Sears, Minnie, 10
Selection course, 76
Seminar library, 70
Serials control courses, 95
Sharma, D. N., 208
Sharp, Katherine Lucinda, 2-13, 14,
 57, 58, 68-69, 96, 107, 195-96,
 231, 233
Shaw, Debora, 144
Shaw, Ralph Robert, 25, 135-36
Shove, Raymond Howe, 188
Siegel, Martin, 145
- Simpson, Frances, 16, 18-19, 122
Sixth-year degree, 178-79
Slanker, Barbara Olsen, 29, 192
Smith, Linda C., 123, 214, 218
Social sciences reference courses,
 123-24
Solakoglu, Esin Ataman, 219
Special libraries courses, 17, 92
"Specialized Training for Children's
 Librarians" (Moore), 157
Spence, Ruth, 77
Spencer, Gwladys, 26, 92
Spencer, N. S., 58
Stahlman, Bill, 64
Standards for Children's Services in
 Public Libraries (ALA), 165
Statistics of Public School Library
 Media Centers (Osso), 166
Stenstrom, Patricia, 78-80
Stevens, Rolland E., 89, 122, 123,
 177, 190
Stieg, Lewis, 20, 23, 26
Stone, Elizabeth, 191
Stone, Walter, 27
Storytelling course, 161
Straight, Maude W., 122
Strohm, Adam J., 9-10, 204
Strout, Donald E., 27
Student chapters of professional
 societies, 52
Summer school programs, 16
Sutton, J. Brett, 145
"Systematic Bibliography in England"
 (Rayward), 191
Systems analysis course, 142
-
- Taft, Lorado, sculpture, 18, 233
Technical services: acquisitions
 courses, 90-93; binding/pres-
 ervation courses, 93-95; cata-
 loging and classification courses,
 83-90; functions course, 95-96;
 serials control courses, 95;
 techniques and technology, 106-
 09
Telecommunications course, 144

- Tenge Enterprises, 229
 Tenopir, Carol, 151
 Thambiah, Reginald, 208
 Thomassen, Cora E., 27, 37, 164
 Thornburg, Gail, 151
Three Lantern Slides (Winterich), 189
Training for Library Services (Williamson), 97, 157, 159-60
 Training School of Children's Librarians at Carnegie Library, 158
 Transcripts, 120
 "Trends in Librarianship in Developing Countries" (Lancour), 218
 Trotter, Arnold H., 92, 209
 Tsuda, Yoshmari, 210
 Tuckwood, Dwight, 76
 Tuncer, Nilufer (Norman), 207, 218
 Tuttle, Helen Welch, 239
 Two-year master's program, 47
 Typewriters, 107
-
- Undergraduate minor in library science, 48, 119
 Unesco, 164
 University Extension, 198, 199
 University Foundation, 234
 University library: building, 18, 60-61, 72; online catalog, 149
 University of Chicago, 164, 196
 University of Chicago Library School, 200
 University of Illinois: Office of Space Utilization, 64; Physical Plant, 65
 University of Illinois Alumni Association, 45
University of Illinois Graduate School of Library Science Bulletin 1972-74, 139-40
 University of Wisconsin, 8, 9
 Urata, Takeo, 210
 Urbana Free Library, 104
 U.S. Army Corps of Engineers
- Construction Engineering Research Laboratory, 182
 U.S. Office of Education, 182
-
- Van Cleve, Jessie Gay, 160
 von Frauendorfer, Sigmund, 206
-
- Wack, Don, 64
 Walker, Richard, 180
 Wallace, Danny, 151
 Wallace, Yvonne, 228
 Waller, Theodore, 25
 Walton, Lonita, 229
 Watson Davis Award, 151
 Weaver, Gwenn, 229
 Wedgeworth, Robert, 218
 Weech, Terry, 123, 125
 Weir, Morton, 62, 64
 Welch, Helen, 73
 Wert, Lucille M., 181
 Wertheimer, Ruth (Jacobs), 207
 Western Illinois University, 43
 White, Carl, 20, 23, 87
 White, Herbert S., 153
 White, Lucien, 40
 Wiles, Jo Ann, 75-76, 79
 Williams, Martha E., 146, 151, 218
 Williamson, Charles C., 97, 157, 159-60
 Wilson, Albert S., 15, 71
 Wilson, Betsy, 221
 Wilson, Lizabeth, 125
 Windsor, Phineas L., 11, 15, 16, 23, 24, 59-60, 71-72, 101, 189, 234-35; endowment, 24-25
 Windsor Lectures, 25, 28, 52, 135, 153, 189, 217
 Winger, Howard W., 190
 Winterich, John, 25, 189
 Wolf, Sandra, 80
 Wong, William, 217
 World Book-ALA Goals Award Committee, 167
 Wyche, Benjamin, 15

Wyer, J. I., Jr., 96

Yang, T. T., 209

Yates, Kent, 148

Youth services course, 164

*

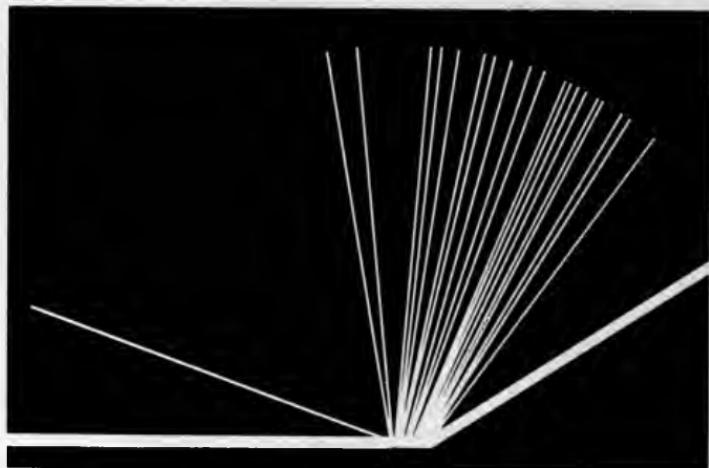
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